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ABSTRACT

Youth leaders and parents can use this activity oriented publication to help children six to twelve years of age become more independent by acquiring daily living skills. The publication consists of five units, each of which contains an introduction, learning activities, and lists of resource materials. Age-ability levels are suggested for activities. Unit I, "Children in the Marketplace," deals with money management, advertising, and consumer rights and responsibilities. Children keep a record of how they spend their money, learn to keep track of savings and bank statements, and evaluate a television or newspaper ad. In Unit II, "Clothes for Kids," children learn about selecting and caring for clothing and looking after their appearance. Children learn to do their own laundry, purchase a suitable outfit for themselves for a special occasion, iron simple clothing, and polish leather shoes. Unit III, "Communications," helps children practice two basic skills: speaking, using "I" messages; and listening, checking with the speaker for meaning and feeling (avoiding assumptions). Children play communication games. They write down or tell parents or leaders 10 feeling words, play the rumor game, and talk about their feelings. Unit IV deals with "Home Safety." Background information for parents and activities are provided to help children protect themselves from falls, fire, burns and scalds, and electrical hazards. Children play "Pick the Perils in this Picture" quiz and read and discuss a short story. The focus of the concluding unit is "Kids in the Kitchen." Easy to fix recipes are presented. (RM)

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HELPING CHILDREN HELP THEMSELVES

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INTRODUCTION TO HELPING CHILDREN HELP THEMSELVES

Helping Children Help Themselves is an activity-oriented publication. The book is intended for use by youth leaders and parents in helping children six to twelve years of age become more independent by acquiring daily living skills.

HOW TO USE THIS BOOK

Throughout the text, there are activity pages directed to the children. These pages can be reproduced for distribution to individual children within a group. Leaders should feel free to use whatever photocopying or duplicating means they have available for this purpose.

Alberta Agriculture has district offices located throughout rural Alberta. District Home Economists employed by the department provide educational programs and advisory services to rural families and communities. Leaders and parents are invited to contact the District Home Economist if further information is desired.

At the conclusion of each unit, a list of resource materials is given. In most instances, the books listed should be available in local bookstores or libraries. If not, the material can be ordered directly from the publishers at the addresses indicated in the resource sections.

Throughout this book, the pronouns "he" and "him" are used to refer to a child of either gender. The information and activities outlined are appropriate for both boys and girls.

SELF ESTEEM AND LEARNING OF SKILLS

Children gain in feelings of competence and self esteem when they do work that really helps the family. Any jobs assigned should be suited to the child's age. By way of illustration, this passage from Louisa May Alcott's "Little Men" (Sequel to "Little Women") is quoted:

> "Now, my lads, get your morning jobs done, and let me find you ready for church when the bus comes round," said Father Bhaer, and set the example by going into the school room to get books ready for the morrow. Everyone scattered to his or her task, for each had some little daily duty, and was expected to perform it faithfully. Some brought wood and water, brushed the steps, or ran errands for Mrs. Bhaer. Others fed the pet animals and did chores about the barn with Franz. Daisy washed the cups, and Demi wiped them, for the twins liked to work together, and Demi had been taught to make himself useful in the little house at home. Even Baby Teddy had his small job to do, and trotted to and from, putting napkins away, and pushing chairs into their places.

Children want to be useful members of their family. However, we frequently discourage them by the way we handle their first offers to help, "You're too young; you'll make a big mess; you'll break that; I can do it faster myself." We can divert them to chores with which they can help, if we do not have the time to teach them the one they have offered to do.

A toddler will be proud to help with the shopping if he recognizes labels or if you point clearly to the items you want him to put in the cart. (This has two payoffs: he learns how to shop and he is happily busy and not likely to holler for candy or randomly demolish the store).

To raise responsible children people need to develop blind spots, sharp eyes, and a quick tongue. Use the blind spots to ignore areas not up to your standard; dust in the corners and streaks on the windows are a small price to pay for a responsible child. Use the sharp eyes to spot effort, improved skills, and jobs done well; the quick tongue will comment on what you see:

"You really worked hard today cleaning your room. Aren't you proud to see the shelves so neat, and you can find everything so much faster." (Make sure he sees the payoff for him.)

In "Little Men", the Bhaers expected everyone to be able to contribute. They set an example. They had Franz, who was older, work with the younger boys, and they had time set aside each week to discuss in private each child's progress. They made allowances for mistakes. This added up to co-operation.

Parents are the best judges of the jobs available to their children in their own homes. However, the children are probably more capable than the parents believe. The more necessary the child's help, the earlier the job may be assigned; farm children are likely to have significant jobs earlier than are city children. A caution: children, for their own safety, should not be operating machinery before they are big enough, strong enough, co-ordinated enough to handle the controls easily and mature enough to follow instructions carefully.

Some Hints:

1. Never do for a child that which he can do for himself.
2. We all need recognition and appreciation; we all like to feel competent and independent; our children have these needs too. Use "I appreciate ...." a lot, omit "put downs" about his/her lack of skill.
3. Use your imagination to make jobs easier and more appealing. Very small children can set the table if you make a place mat with knives, forks, spoons, plates on it. Small children need hangers, shelves, and drawers they can reach. All children need ample storage to be tidy. Help him/her sort and discard every so often.
4. Concentrate on saying something positive and honest about the child's efforts. You can find something positive to say if you look carefully enough.

CATHY, YOU REALLY WORKED HARD ON THAT PICTURE. I'D SURE LIKE YOU TO TELL ME ABOUT IT.
CORY, YOU REALLY ENJOY DRAWING!
CATHY
CORY

Concentrate on the effort, not the end product. If we are not good at something, we may not have as much control over the end results as we would like; we can all control our effort.

7

5. Set aside regular times for routine jobs as they are not as likely to be forgotten. The child will not be as resentful as he would be if he has his play interrupted. For example, if he always cleans up his pet's cage after his after school snack and before supper, it will more likely become automatic. Also, he can plan his day around it.

6. Some parents have used Saturday "job jars" to relieve tedium and vary assignments. Jobs of equal time and effort are written on slips of paper and put in the jar; the children draw an agreed number on Saturday morning.

If persistence is flagging, it helps to have a parent offer to work **with** him/her. "Let us do . . . . ." usually gets more co-operation than "go and do . . . . .".

7. Keep your expectations reasonable. It takes time to learn a skill.

Unit 1

Children in the Marketplace

INTRODUCTION

A child's consumer consciousness begins to develop at a very young age; a good example is the small child pleading with his mother to buy Funfood Cereal at the supermarket. He remembers that the television "told" him that there would be a special prize in the cereal box and that's the one he has to have, no other.

A desire for a special cereal or toy is just the beginning of a child's involvement in the marketplace. He's destined to be making purchases all his life, so it's a good idea to use everyday experiences to help a child learn the fundamentals of making wise purchases.

Activities related to three areas are included in this unit: ADVERTISING, MONEY MANAGEMENT, and BUYMANSHIP. Some of the activities can best be done with parent and child at home; others are suitable for use with a group of children.

The activities are accompanied by suggested age-ability levels. These levels should be used as guidelines only, as ability is a highly variable trait, especially in younger children. When choosing or adapting these activities, here are some general concepts to keep in mind.

For six-to-nine year olds:

1. Short active projects are best — at this age children learn more by doing, rather than by listening.
2. When possible, pick activities that can be finished in one session. A sense of accomplishment is very important at these ages.
3. Projects which allow for independent work give youngsters an important sense of responsibility.
4. Although the concept of time is limited, they can plan for the near future.

When working with nine-to-twelve year olds remember that:

1. Older children have a good understanding of time, so long-term projects can be initiated.
2. Problem-solving skills have been acquired, so try to challenge the child's investigative capabilities.
3. Children of this age find it very important that they "fit in" with their friends.
4. Responsibility and independence are even more important for the older child. As values are just beginning to be established, encourage individuality.

MONEY MANAGEMENT

Money. The root of all things, good and evil. To avoid the evil, most of us need to know how to manage our money. Wise money management involves using our income to cover our basic needs of food, clothing and shelter. Most of us also want to be able to afford certain "extras" or luxuries as well as having savings. As most incomes are limited, this is no easy task; many adults are faced with "too much month at the end of the money".

This section includes activities to get children involved with handling and understanding the wise use of money.

MONEY MANAGEMENT — AT-HOME ACTIVITIES

AN ALLOWANCE — A BASIS FOR MONEY MANAGEMENT

Learning about money management is quite fruitless unless one has money to manage. If not already started, give your child an allowance on a regular basis.

Suggestions for starting allowances:

- discuss the amount with your child;
- develop a list of the child's weekly needs and calculate costs (busfare, lunches, etc.);
- decide on a reasonable amount of money to be used according to your child's needs (reasonable according to your income, the age and activities and level of responsibility of the child);

- the discretionary amount is very important — money management will not be learned if all the money is accounted for before being spent;
- give the allowance on the same day each week. It is the parents' responsibility to remember allowance time — would you want to have to remind your employer for your pay cheque each week?

BUDGETING AND RECORD KEEPING

Once your child has an allowance, you might like to introduce the concept of budgeting and record keeping.

With the young child, start out by just having the child keep track of how much he spends on what. (See "Budget" and "Record of Where My Money Went" sheets pages 8 & 9.)

As the child gains experience in handling his own money, gradually increase the complexity of the budget records. Introduce budget balancing — recording income and "outflow" and savings. (See "Income and Savings" sheet page 10.)

FAMILY BANK

For older children (nine to twelve), start a family bank. Deposit allowances to a chequing or savings account in each person's name at the beginning of each week (or month for older children).

- make up deposit slips, cheques, savings withdrawals
- the parent-teller should make a statement at least once a month for each account
- show child how to balance his cheque book with the statement

See "Family Bank" work sheets for examples.

UNDERSTANDING INCOME AND OUTGO

Help your child understand income and outgo by exploring methods to earn money. As early as possible, help him to understand that you, as parents, do certain jobs to produce the family's income; then you decide on how the money which comes in will be spent. You don't have to worry about providing the child with specific figures; the concepts are more important. Your jobs outside the home will be much more meaningful to him if he has a chance to visit you at work occasionally. He will see that you perform certain tasks for which you are paid. He will then be better prepared to understand that he, too, can do certain jobs and be rewarded, be it weeding the family garden or taking on a chore for a neighbor.

items	plan	amount spent						
		date:						
school								
·supplies								
·lunch								
·activities								
entertainment								
·movies								
·sports								
·other								

look ahead...
...and look behind...

money spent			money	money
date	item	how much	in savings	left

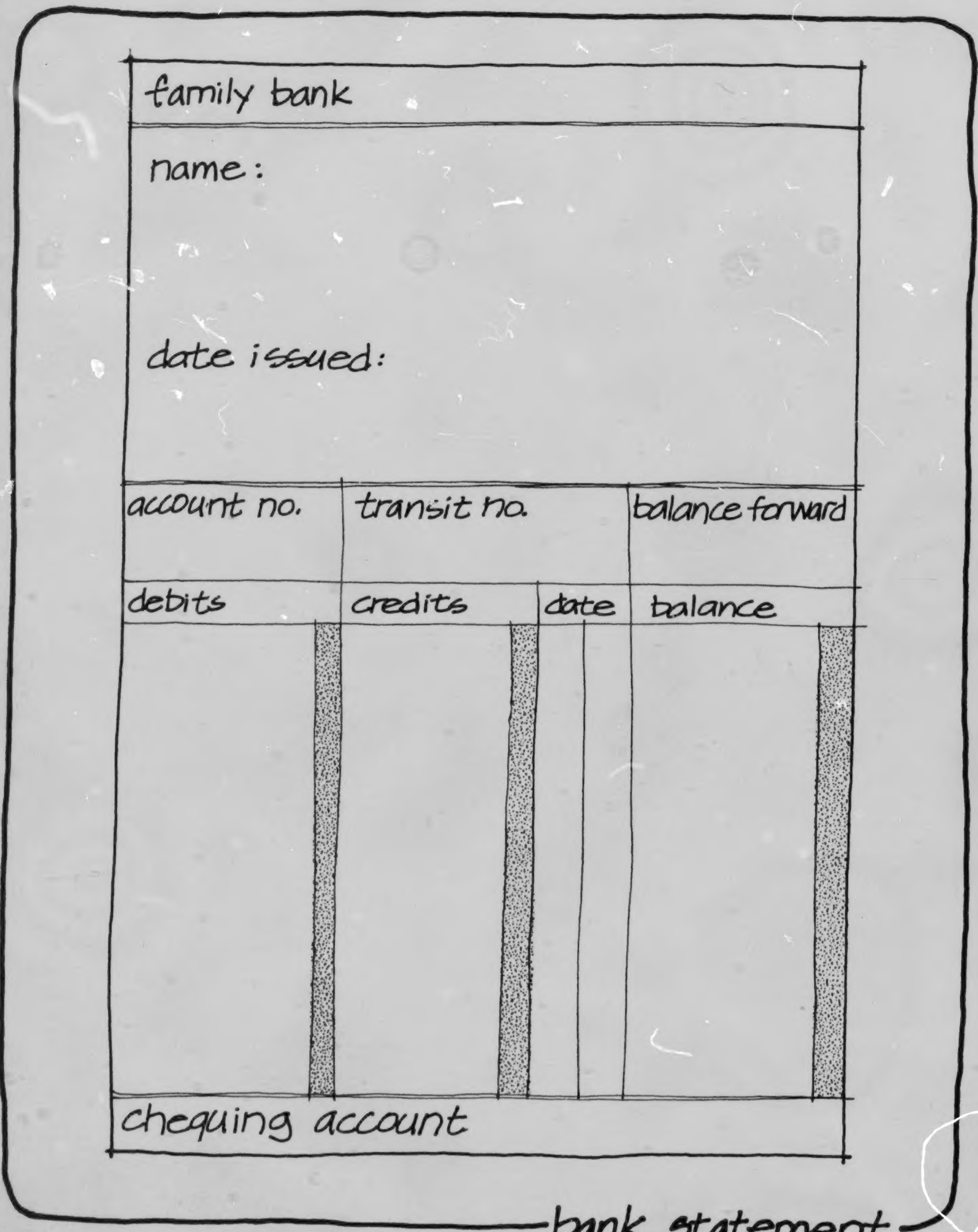
a record of where my money went

source	date	amount				
allowance						
jobs						
total						

"income"

date	income	amount spent	income savings	savings	interest

"savings"



family bank

name:

date issued:

account no.	transit no.		balance forward
debits	credits	date	balance

chequing account

bank statement

chequing account record				
date	details	cheques	deposits	balance

date ______

pay to ______ $ ______

amount ______ dollars

account no. ______

signature ______

family bank - chequing account

savings account

date		items	initial	withdrawal			deposit			balance		

savings withdrawal

from: Our bank date:

amount:

account no:

signature:

savings deposit	
account no:	date
name:	
details:	amount
total	

chequing deposit	
account no:	date
name:	
details:	amount
total	

deposit slips

MONEY-MANAGEMENT ACTIVITIES FOR SIX-TO-NINE YEAR OLDS

VALUES

The purpose of this activity is to introduce the concept of values and how values influence different people to want different things.

- — ask the children what they would buy if they had $5.00 for anything they wanted;
- — make a list of the different answers;
- — go around the group once more and ask the children why they chose the thing they did;
- — lead into a discussion — ask why people want different things; lead to the conclusion that different people think some things are more important than others — that their **values** are different.

To follow up on this introduction to values, have children create a collage of the things they want. Then have them choose another family member and make a collage of the things they think that person would want.

You'll need old magazines, paste, scissors, and a large piece of paper for this activity.

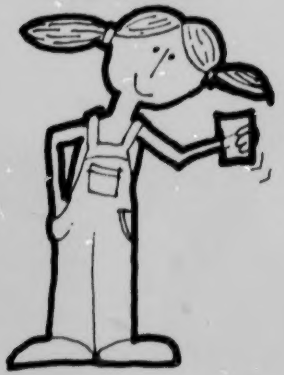
WHERE MONEY COMES FROM

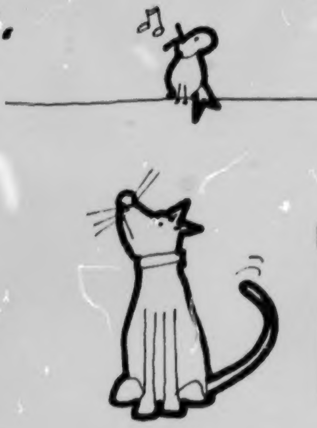
Start a discussion of where money comes from (mom's purse, the bank, working for it). Then make a list of the things people can do to earn money. Follow this up by making a collage using magazine pictures to illustrate money, where it comes from, and how we earn it.

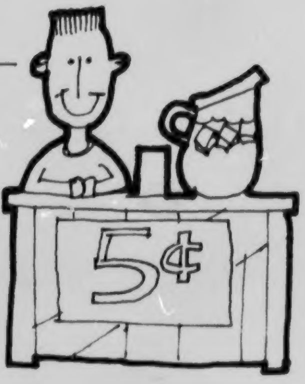
PRODUCER/CONSUMER

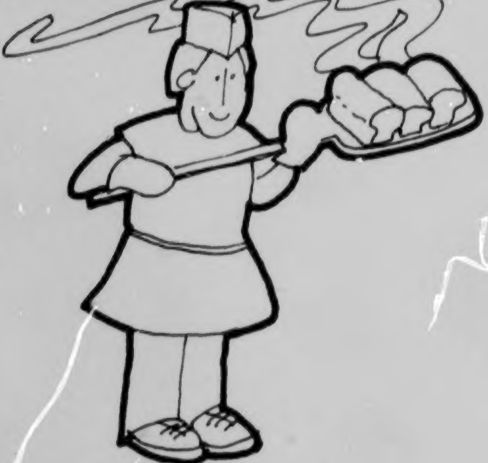
Use the "Producer/Consumer" worksheet page 16 to discuss how people use money to trade for things they want or need.

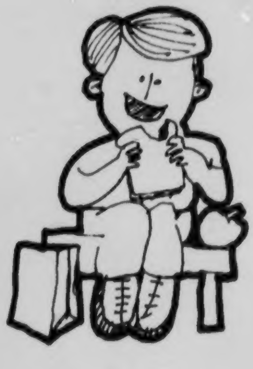
Where does money come from?
A person who makes something worth money is a Producer.
A person who uses something worth money is a Consumer.
Draw a circle around each person who is a Producer.

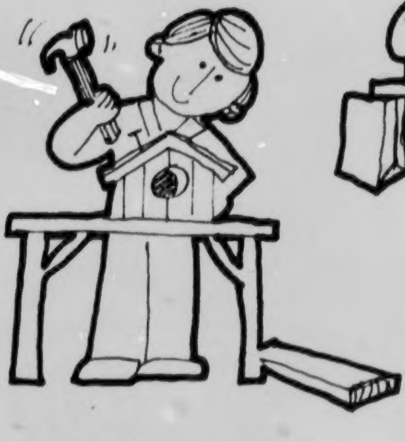












producer / consumer

Remember my leaves
and color me brown.
to buy you'll need many—
because my name is ________.

Worth five cents and silver,
the clue is the beaver.
my name is ________.
and I'm never fickle.

When you get a yen
for the value of ten,
get the boat in your mind
and look for a ______.

The value of twenty-five
bears the symbol of the elk,
4 of this one makes a dollar
so they often call it ______.

good cents

ADVERTISING

Few, if any, of us can remain unaffected by advertising. If a surface can be written on, it will be used to hold advertising, and anyone with a radio or a television is aware of the constant program interruptions for commercials. One of the purposes of this advertising is to sell a product. We work hard for our money; it's important that we learn to be critical of these urgings to buy, buy, buy, so that we may get the most from our hard-earned dollars.

Though we may mentally tune out commercials, children love the catchy tunes and jingles and absorb the message. The activities that follow will help children understand what they see and hear in advertisements.

ADVERTISING — AT-HOME ACTIVITIES

As soon as a child begins to notice and retain what he sees and hears on television, and when he begins to talk about items he sees advertised, you can begin to talk to him about the worth of the item. Shopping expeditions are a good time to let the child examine the toy or cereal he has seen in a television advertisement.

Even a young child will understand if you point out the safety features of a certain toy, though he may still protest at not being allowed to have it.

Watch certain commercials with your child and then take him to the store to examine the items advertised. Help him decide whether or not the item lives up to the advertising promises. You don't have to go into elaborate explanations; it will probably be enough to point out to the child that the product does (or does not) do what the commercial said it would.

ADVERTISING — AN INTRODUCTORY ACTIVITY

The following are some questions you may ask to begin an inquiry into advertising. The questions are written for the six-to-nine-year old range, but the content is valid for use with older children if the wording is appropriately changed.

1. What is an advertisement?
2. Why do companies (sellers) advertise?
3. Why do you and your parents listen to or read ads?
4. Where do you see and hear ads?

Some of the answers you should get:

- TV, radio, newspapers, word of mouth, billboards, magazines, flyers, direct mail, stores, pamphlets, packaging, buttons, pens, matchbooks, calendars, T-shirts, bumper stickers, company vehicles.

5. What do ads tell and show you?
6. What should ads tell you that they sometimes don't?
7. How do advertisers make us think we need some things? Are they always right? (Will using toothpaste A make us have more friends?)

ADVERTISING ACTIVITIES FOR SIX-TO-NINE YEAR OLDS

AN ADVERTISEMENT COLLAGE

Draw an outline of a person on a large sheet of paper. Then have children cut out ads of things we eat or drink. Paste these inside the outline. Then have them paste non-edible items outside the outline.

ADVERTISING EVALUATION

Use the "Advertising Evaluation Questions" sheet on page 20. Have the children take it home, and use it to evaluate a television or newspaper ad. Encourage them to enlist the help of their parents.

WORDS USED IN ADS

Copy the following list of commonly used words in advertising on a flip chart, and add any more that you can think of.

more, good, great, better, save, beautiful, want, need, smart, free, bonus, new, etc.

Give one magazine to each child and ask him to count the number of times **one** of the above words appears in ads throughout the magazine.

Discussion Topic — How do these words make us feel about the product?

T.V. ADVERTISING

What kinds of things are advertised during children's T.V. programs? Why? What kinds of things are advertised during adult T.V. programs? Why?

MAKE YOUR OWN AD

Make up an ad for your favorite toy or food. How would you draw it to make it look really good? What kinds of things would you say about it to make other children want to buy it?

DO SOMETHING ABOUT ADS YOU DON'T LIKE

What should we do about advertising we don't like? Have children pick an ad that they don't like and then have them write a letter to the company telling why they don't like it and how it can be improved.

ADVERTISING EVALUATION QUESTIONS

Name ______________________ Name of Product ______________________

(Watch the entire ad — twice if possible — before you try to answer these questions).

1. What made you choose this ad? ______________________
____
2. What did you like about this ad? ______________________
____
3. What did you dislike about this ad? ______________________
____
4. What did the ad say to make you want to buy this product? ______________________
____
5. Is this a good reason to buy the product? ______________________
____
6. Do you think this product would cost the same in all stores? ______________________
____
7. Would this product be good or bad for you? ______________________
____
8. Do you need the product? Why? ______________________
____
9. Did you learn anything new about this product from this ad? Explain.
____
____
____

ADVERTISING ACTIVITIES FOR NINE-TO-TWELVE YEAR OLDS

ADVANTAGES AND DISADVANTAGES OF ADS

Discuss the following advantages and disadvantages of advertising with your group. Have them make posters depicting the good and bad aspects of advertising.

Useful Functions of Advertising

- inform about existing goods and services
- inform about new goods and services
- inform about new uses of existing goods and services
- keeping price down by keeping sales up
- pay for cost of media production and distribution
- provide public with service information
- set up marketplace for continued use of used goods (e.g. classified)

Complaints About Advertising

- some are deceptive
- some increase price of goods
- interrupt programs
- persuade people to buy things they don't need or can't afford
- make exaggerated claims
- use poor grammar
- endanger health — make false claims about medication
- some encourage waste of natural resources

"ALL YOU REALLY NEED IS ...."

Have a discussion of needs vs. wants using the "All You Really Need Is" worksheet on page 23.

"WHAT AM I ADVERTISING" GAME

Collect a variety of ads (one for each group member) — try to pick good and bad examples.

- Pin one on the back of each child.
- One at a time, have the children go before the group and ask for clues from the other students.
- Set a time limit (about two minutes) after which the child tries to identify the content of the ad.
- At the end of the time limit, or when a correct guess is made, have the student judge the ad as to whether it is good or bad, with reasons for her decision.

PRESENTATION AND COMPOSITION OF ADVERTISEMENTS

To encourage children to read advertisements critically, have them evaluate the two ads on the "Misleading Ads" worksheet (page 24.) Discuss with the children other ways advertisers may mislead them.

AN ADVERTISING CAMPAIGN

Children may work individually or in groups for this activity. Ask them to imagine a new product they would like to have and get them to:

(a) name their product
(b) design a package for it
(c) decide on what kind of people will buy their product
(d) design an advertising campaign

PRODUCT PROLIFERATION

Have class generate a list of kinds of products (e.g. soap, shampoo, cereal, cheese, etc.). Ask them to go to a store in their neighbourhood and count the number of different brands of some of the kinds of products.

SIMULATION — PACKAGING

In advance — fill four different containers with the same detergent (cover containers with paper reflecting different moods; e.g. black, yellow, flowers, etc.). Then soil a number of rags.

Then divide into groups and give each group four rags and a sample of detergent from each container.

Have each group wash the rags in the "different" detergents and then rate which one cleans the best.

Compare the lists of the various groups.

Then tell students that the detergents are all the same. Lead into a discussion of how packaging affects purchase decisions.

CLASSIFYING THE ADS

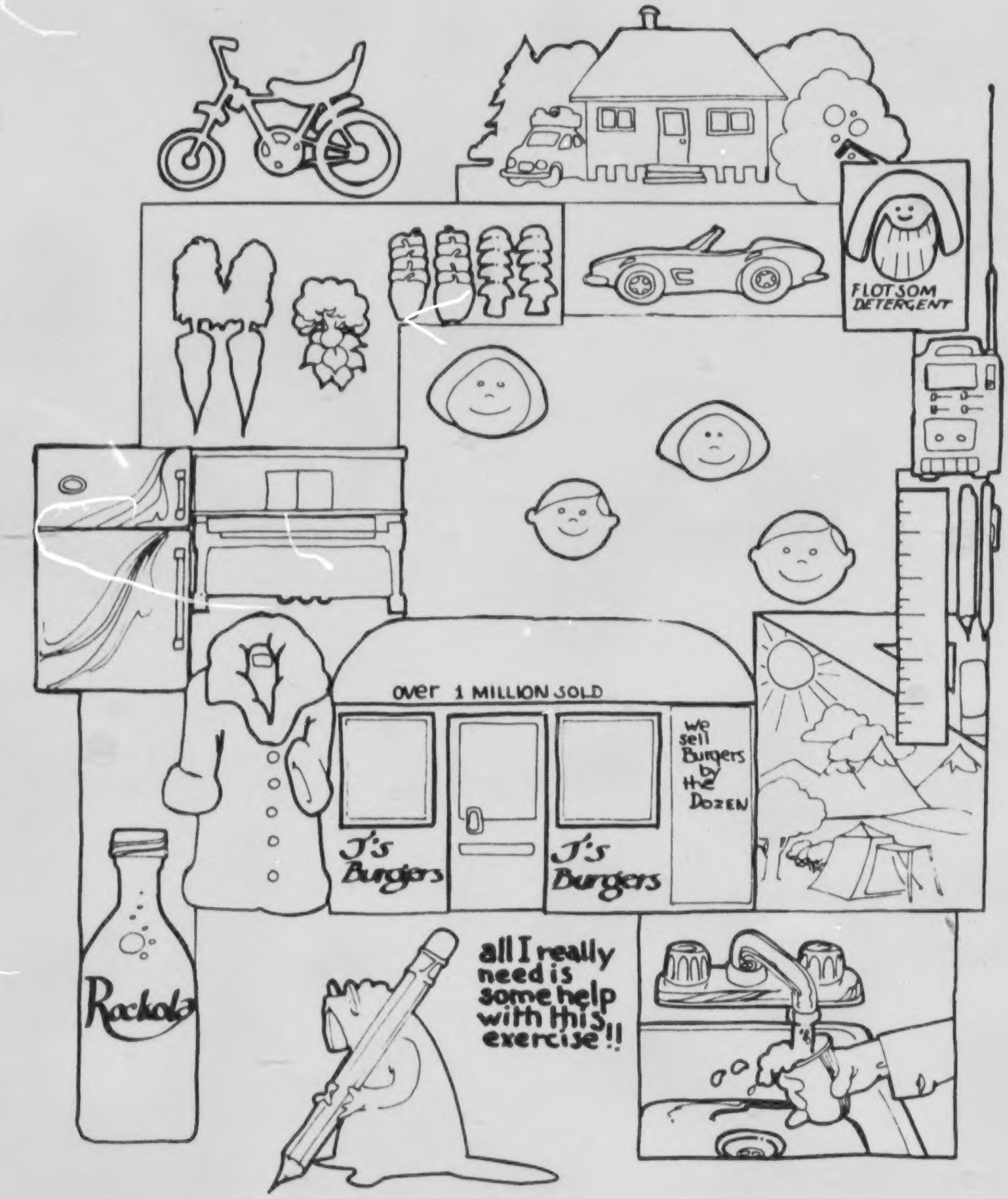
Have a variety of magazines and newspapers on hand. Review ads and complete a classification chart like the one below or use the more detailed "Ad Analysis" worksheet on page 25.

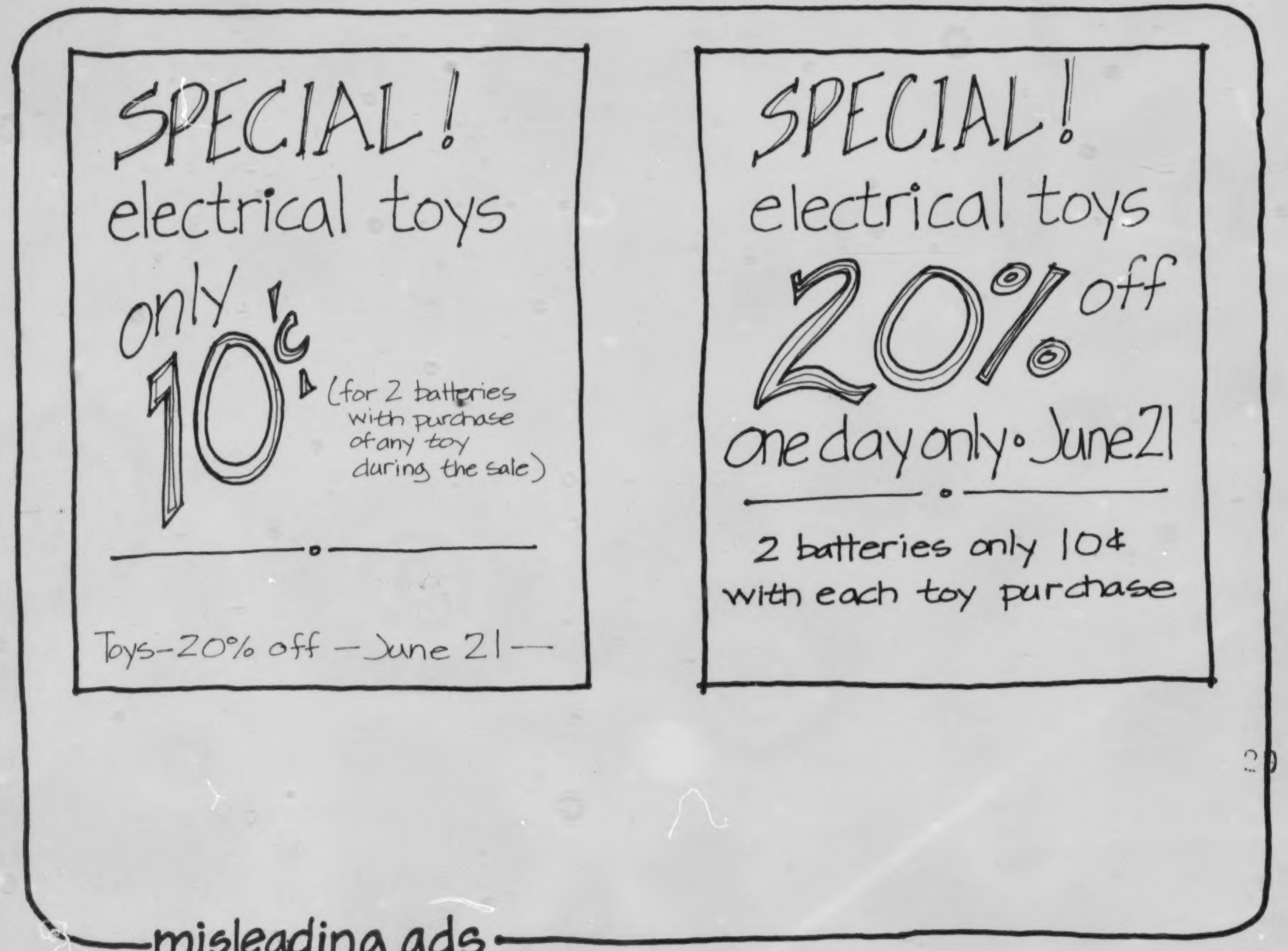
Advertisement	Intended Audience	What is Being Appealed To?	Main Persuasion Techniques
Joe's fine food	kids and adults	taste, sense of economy	— happy people — people asking for seconds, etc.

all you really need is...

All humans have some common BASIC NEEDS to be met if we are to live. Individually we each have NECESSITIES as well. These vary with where we live and what we do for a living. In addition, there are many CONVENIENCES that we would like to have to enjoy, and numerous LUXURIES as well.

Select for each member of the Buyer family those items that you think would be basic needs, individual necessities, conveniences, and luxuries. For each member of the family, draw a line to a BASIC NEED, a NECESSITY, a CONVENIENCE, and a LUXURY.


FLOTSOM DETERGENT
over 1 MILLION SOLD
we sell Burgers by the DOZEN
J's Burgers
J's Burgers
Rockola
all I really need is some help with this exercise!!



SPECIAL!
electrical toys
only 10¢ (for 2 batteries with purchase of any toy during the sale)

Toys–20% off –June 21–

SPECIAL!
electrical toys
20% off
one day only • June 21

2 batteries only 10¢
with each toy purchase

misleading ads

ad analysis

your response			information presented					ad techniques				
disinterest to dislike	some interest to indifference	interest fits my needs or wants	other	specifications or performance features	cost	where to get or purchase	improvements or new features	emotional	testimonial	creative	logical	list the ad recently seen or heard...
												radio
												billboards
												television
												newspaper

your response information presented ad techniques

"In very few instances do people really know what they want, even when they say they do."

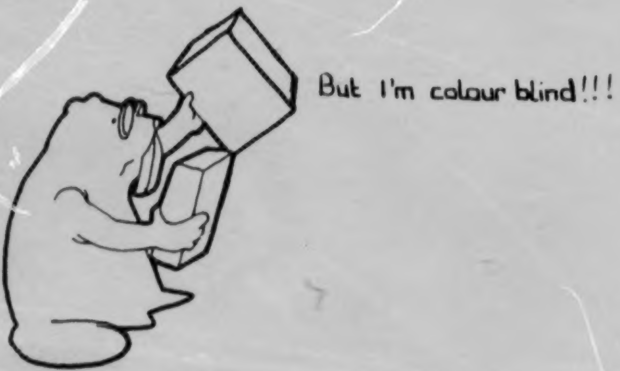
— Advertising Age.

The Color Research Institute had a startling encounter when it tested package designs for a new detergent. It was testing to see if a woman is influenced more than she realizes, in her opinion of a product, by the package. It gave the housewives three different boxes filled with detergent and requested that they try them all out for a few weeks and then report which was the best for delicate clothing. The wives were given the impression that they had been given three different types of detergent. Actually only the boxes were different; the detergents inside were identical.

The design for one was predominantly yellow. The yellow in the test was used because some merchandisers were convinced that yellow was the best color for store shelves because it has very strong visual impact. Another box was predominantly blue without any yellow in it; and the third box was blue but with splashes of yellow.

In their reports the housewives stated that the detergent in the brilliant yellow box was too strong; it even allegedly ruined their clothes in some cases. As for the detergent in the predominantly blue box, the wives complained in many cases that it left their clothes dirty looking. The third box, which contained what the institute felt was an ideal balance of colors in the package design, overwhelmingly received favorable responses. The women used such words as "fine" and "wonderful" in describing the effect the detergent in the box had on their clothes.

Source: **The Hidden Persuaders** by Vance Packard


But I'm colour blind!!!

an experiment with colors

BUYMANSHIP

Learning how to make the right purchase decisions is usually a lifelong process. Our needs change as our lives change, as our values change, and as new products are added to the market. The following activities cover some of the major areas of concern in teaching children to make wise purchase decisions.

BUYMANSHIP — AT-HOME ACTIVITIES

Shopping for groceries with a child can be a great opportunity to teach some buymanship principles. For example, have the child read and mark the weekly grocery ads for you, indicating what looks like a good buy. You can begin to explain the principles by buying in quantity when staples are on sale, by buying different grades of meat for different types of dishes, and by explaining why some products within a given product line are more expensive than others.

Once you're in the store, have your child examine labels on different foods to determine the nutritional value of the various brands as well as the unit price. Ask him to help decide which product is the best buy for the money.

BUYMANSHIP ACTIVITIES FOR SIX-TO-NINE YEAR OLDS

NEEDS VS WANTS (worksheet)

Use this worksheet "Needs/Wants" (page 29) to start a discussion on needs and wants (include luxuries if you feel your group can understand the further distinction).

DECISION-MAKING GAME

Ask each child the following questions:

If you had to choose between a __________ and a __________ what would you choose? Why? How do you decide?

(ideas for filling the blanks)

- candy/balloon
- movie/baseball glove
- zoo/T.V. show
- new toy/movie
- etc.

After each child has had a turn, begin a discussion on decision making.

Emphasize:

(a) that there are often many more than two choices when you buy something

(b) that a person cannot buy everything

Have them think of things like:

(a) how long will it last or fit?

(b) do I need it or just want it?

(c) do I need something else more?

(d) is there another product that will do the same and more?

This kind of questioning will help them make wiser decisions.

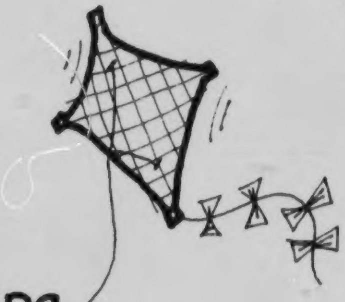
ALTERNATIVES TO BUYING

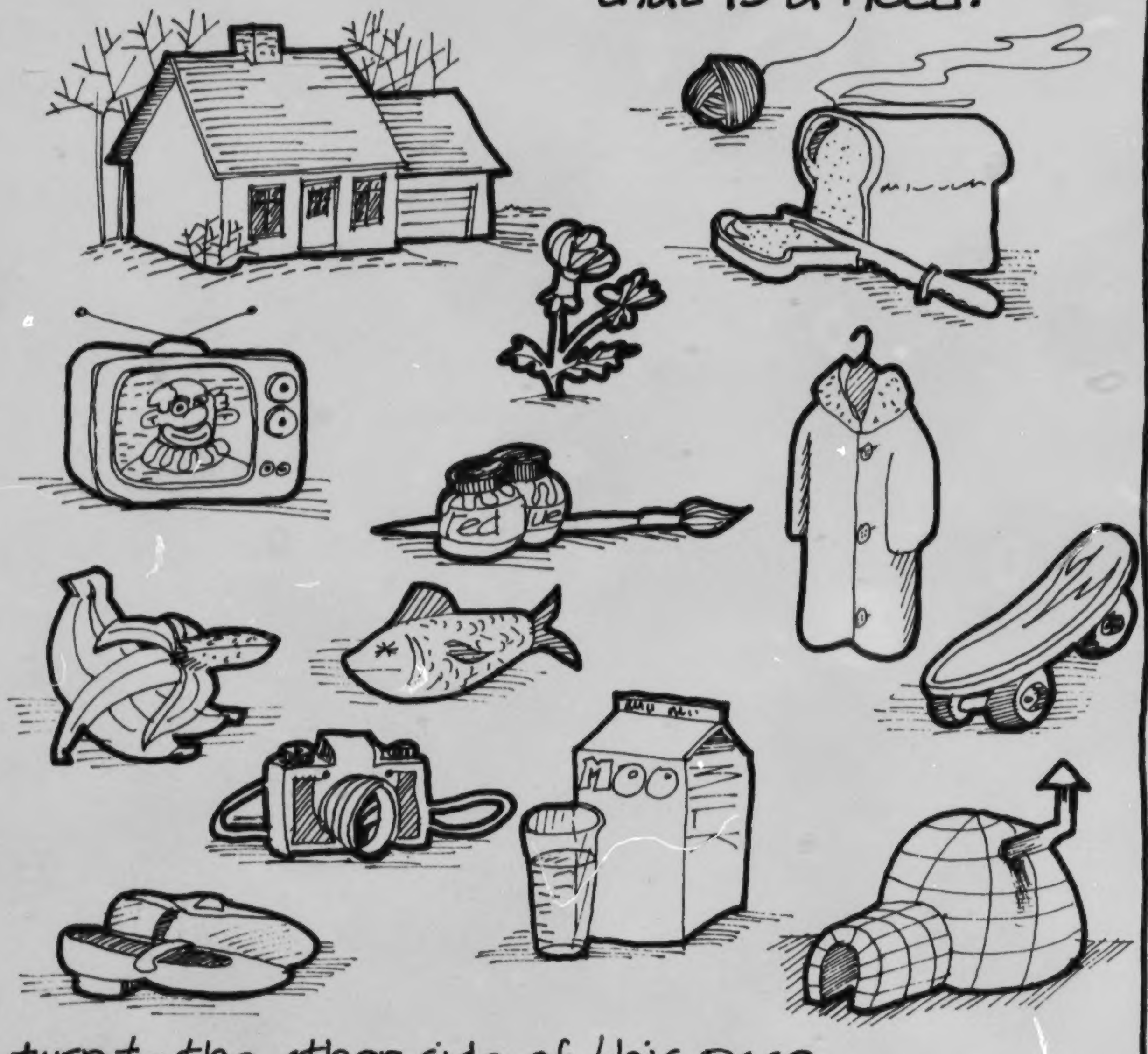
To show alternatives to **buying** things, start a project to make toys from common items around the house.

e.g. — stilts out of 9" juice cans tied onto feet with string
- kites out of newspaper or plastic wrap
- toboggans made out of cardboard
- paper dolls

While thinking up and making the toys, have a discussion on saving money by recycling rather than throwing away, and about how much more fun it can be to use something you've made rather than bought.

some things are needs.
some things are wants.
food is a need.
clothing is a need.
shelter is a need.
draw a circle around each thing that is a need.





turn to the other side of this page.
draw a picture of something else that is a need.

needs / wants

EVALUATION OF TOYS

Have children pick out their favorite toy, and have them give reasons for their choice.

Some sample questions for discussion:

1. Why do you like it?
2. What can you do with it?
3. Where can you play with it? — (Inside or outside).
4. Does it break if you drop it?
5. Do you think it is safe?

RESOURCES

Introduce the concept of saving and managing resources by using the following:

A concrete experience for young children would be to limit the number of **special** snacks to two or three per week — give the child the choice of when she will be able to have them (e.g. spread evenly throughout the week — or save up for — Saturday "late" night up, etc.).

This exercise will introduce children to the concepts of limited resources and how to best manage them to fit **their** needs and wants.

FIELD TRIPS

Take young children to processing or manufacturing plants in your area.

e.g. dairy, bakery, candy factory, furniture, clothing, bottler

Children will learn how much work goes into the things they see at the store before the item gets to the store.

Field trips can also be interesting for the older child.

ACTIVITIES FOR NINE-TO-TWELVE YEAR OLDS

CONSUMER RIGHTS AND RESPONSIBILITIES

Using the "Consumer Rights and Responsibilities" worksheet on page 33, discuss why it is important for us to exercise our rights and how these help the market place to function.

With the entire group, discuss and complete the responsibilities side of the worksheet.

Before Purchasing

1. responsibility to shop and compare before buying
2. responsibility to analyze advertisements

Purchasing

1. responsibility to evaluate quality and full costs
2. responsibility to buy according to needs

After Purchase

1. responsibility to use products as directed and to report faulty or dangerous items
2. responsibility to seek redress in a reasonable time

Continue discussion with questions such as the following:

1. How does being a responsible consumer help keep prices down? (e.g. we are less likely to return goods, therefore store costs stay down).
2. What is meant by "true costs?"
   - cost to the manufacturer
   - cost to the retailer
   - reasonable profits
   - costs after purchases — upkeep, repairs, dry cleaning, etc.
3. What is a "reasonable" length of time to seek redress (use different items for examples)?
   - to return warped records
   - broken stitching on new skates

GUARANTEES AND WARRANTIES

Discuss guarantees and warranties. What is the difference? What kinds are there? e.g. length, limitations.

Have the children look for warranteed or guaranteed products at home (T.V., appliances, etc.). Have them seek parents' help in finding out details. Have them give oral or written reports at the next meeting.

SPOT THE SPECIALS

Make up a grocery list of items that are often on special at the supermarkets.

Have the children watch the ads in newspapers for a week, then have them report where they think they would shop and why?

Suggest they consider prices, relative quality, transportation costs to different stores, etc.

PRODUCT RESEARCH

A major project is to have each child research a large item they would like to purchase (e.g. bike, stereo, etc.).

Suggest they use as many community resources as possible (e.g. libraries, consumer organizations).

Have them answer questions such as the following:

1. What are the differences in price, quality and features among different brands and models?
2. Which brands have warranties? What is covered by the warranty?
3. Which stores stand behind their products? Do they have guarantees?
4. Which brand is most easily serviced?

DECISION MAKING

Use the "Before You Buy Decision Maker" worksheet. (page 34).

Ask the members to pick an item they purchased recently. Have them read the worksheet to see if they made a good purchase decision.

Now ask them to think of an item they might want and have them answer the worksheet questions again with the new item in mind.

The Canadian Consumer Council has developed a statement of Consumer Rights and Responsibilities. Consumer "rights" from the statement are listed below. With your classmates develop a list of consumer responsibilities to correspond to the rights.

consumer rights	& responsibilities
before purchasing	before purchasing
-the right to purchase	-
-the right to information	-
purchasing	purchasing
-the right to fair value	-
-the right to choose freely	-
after purchase	after purchase
-the right to safety	-
-the right to redress	-

Canadian Consumer Council

consumer rights and responsibilities

think these things through:

- do I need it? or just want it? ____
- once I have it when will I use it? ____
- do I need this to make me look good? ____
- do I already have something like this I can fix up? ____
- do they make better products than the one I want? ____

money questions

- can I afford it? ____
- what can I use to pay for it? ____
- how much do I owe others already? ____

earth-cost questions

- does producing it use up more raw materials than earth can afford to give? ____
- does making this cause unreasonable pollution? ____
- how much quality do I need? (how long does it have to last?) ____
- do I need more information?... where can I get it? ____

"before-you-buy-decision maker"

RESOURCE MATERIALS AVAILABLE

A Child's Share Of The Family Income (Homedex 1820 - 13)
(pamphlet on teaching children money management. Free.)

Write to:

Print Media Branch
Alberta Agriculture
9718 - 107 Street
EDMONTON, Alberta T5K 2C8
OR
Alberta Agriculture's district offices.

Cosmic Coinship I — Learning to Make Allowances
— A workbook on money management for children prepared by Alberta Consumer and Corporate Affairs.

Available free from:

Box 1616
EDMONTON, Alberta
T5J 2N9

Children's Spending
(Money Management Institute, Household Finance Corporation. Offers help to parents in teaching children how to manage money.)

Write to:

Household Finance Corporation of Canada
85 Bloor Street, East
TORONTO, Ontario M4W 1B4

The following books should be available in local bookstores or libraries. Or write to the publisher.

One Penny Two Penny
— What Every Child Should Know About Money.

Bruce Sutherland. This book gives children the first basic facts and principles about money, using an adventure story to interest them in the subject.

Write to:

Sutherland Publishing Company
50th Floor
Toronto Dominion Bank Tower
TORONTO, Ontario M5K 1E9

Good Cents: Every Kid's Guide To Making Money
— Amazing Life Games. Houghton, c. 1974. Paperback — good ideas for younger children.

Write to:

Houghton Mifflin Canada Ltd.
150 Steelcase Roadwest
MARKHAM, Ontario N5A 6T1

Children And Money
— Grace W. Weinstein. Charterhouse, New York 1975. (For parents).

Distributed by:

Musson Book Co.
30 Lesmill Road
DON MILLS, Ontario M3B 2T6

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Unit II
Clothes for Kids
INTRODUCTION

The purpose of this unit is to give children basic information about selecting and caring for clothing and looking after their appearance.

Children learn to be well dressed and well groomed, and to take an interest in their appearance by observing adults and other children around them.

Children can be taught at an early age to take pride in their appearance. They can be very helpful in choosing and caring for their own clothes.

What Can Be Expected

Although abilities and interests vary with the child, children in various age ranges should be encouraged to look after themselves.

Children aged six to eight:

- brush their hair before school and at bedtime, and as needed during the day
- brush teeth before school and before bedtime
- select a co-ordinated outfit for school from their closet
- wash hands before meals
- put soiled clothes in the laundry
- fold some of their own clothes

Children aged nine and ten:

- choose an attractive two-piece ensemble for a specific occasion
- shampoo and brush their hair
- scrub fingernails, as needed
- fold their own clothes
- put soiled clothes in the laundry

Children aged eleven and twelve:

- purchase a suitable outfit for themselves for a specific occasion
- carry out basic stain removal procedures
- sort clothes appropriately for the laundry, and assist in doing the laundry
- iron simple clothing
- polish leather shoes

LET CHILDREN HELP TO CHOOSE

All children like to choose their own clothing. But, like other skills, it is important to learn to make wise choices. Girls usually like to shop for clothes, but it is equally important for boys to help decide on their wardrobe.

It is wise to have an experienced person along to help with decisions. Moms are great advisors and teenage sisters and brothers can be helpful.

It should be emphasized to the children that clothing tells a great deal about them. For example, a child wearing an untidy, baggy or torn outfit does not give a good impression. Point out that clothing reflects personality, therefore a neat, well-dressed person shows that he is confident and responsible.

Being well dressed does not necessarily mean that a great deal of money must be spent. There will be limits set on the amount of money to be spent on clothing. Children should understand that adults have limits as well since there are many other expenses incurred by a family, e.g. food, medical expenses, housing, etc.

Encourage Children to Know Themselves

Before letting children help to shop for their clothes, encourage them to know about themselves. It is important to choose clothes that are suitable. If the child is athletic, he or she would feel very uncomfortable playing baseball in a skin-tight outfit. If she is very small and dainty, she would look out of place in heavy bib coveralls. Children who play football, soccer, and other field games would find a pair of white cotton dress pants very impractical.

Children should learn to choose clothing suited to their age and personality. Since a school-aged child's life centers around the school, the basic wardrobe will be geared to school activities.

Everyone has to learn to make clothing choices. However, the reasons for the choices will differ from one person to another. Some persons will select clothes that are the same as their friends. This will give them a feeling of belonging.

Some will choose clothes for comfort and safety. This gives them a sense of security. Others will choose clothes as a means of self-expression. They will use their choices to show their individuality.

Whatever the reasons are for the choices, it is important for children to learn to select attractive, comfortable clothing which can be worn with pride.

TEACHING CHILDREN TO BE HAPPY WITH THEIR APPEARANCE

Posture

Good posture is an important way to improve an image. Young people sometimes find this difficult as they grow in spurts and sometimes feel out of proportion.

The following is a posture-analysis activity for the child to do to make him more aware of his own posture.

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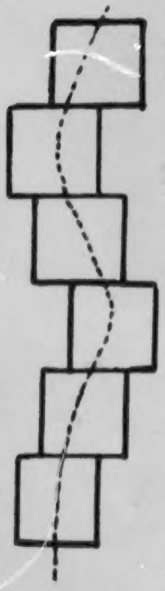
This Way to Good Posture

Good posture can help make you feel better and look more attractive. Learn to stand, walk and sit correctly. Your clothes will all look better too.



They still balance but certainly are not neat!

Look at These Building Blocks

Most fitting problems are the result of poor posture. Look in a mirror and check yourself on these points:

— 1. Is your head held high with your chin parallel to the floor?

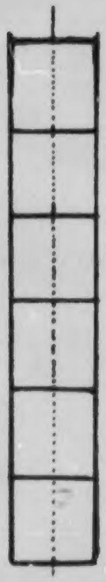
— 2. Is your chest raised like when you take a deep breath?

— 3. Are your shoulders relaxed and at the same height?

— 4. Are your hips tucked under and your tummy pulled in so your backbone is nice and straight?

— 5. Are your knees slightly bent to make you look nice and relaxed and give you a smooth walk?

— 6. Are your feet pointing straight ahead?



How did you score? Which set of building blocks looks like you?

Encourage children to stand like the straight set of blocks. Get them to relax, and try again. Then to walk. Can they feel the lazy muscles pulling? Tell them to practise standing and walking in this poition until it becomes a habit. Or to try walking with a book balanced on their head. How far can they go until it falls off? If they're walking straight and tall, the book won't fall.

Emphasize that good posture is important while sitting, too. Keep the back of the hips against the back of the chair. The head, shoulders, and hips should form a straight line. If leaning forward, it should be done from the hips, not the shoulders. Place feet flat on the floor with one foot slightly ahead of the other, or crossed at the ankles.

Skin

A good image also requires good personal hygiene. Children must be taught the importance of washing themselves often with soap and water to make them look and feel better and to have healthy bodies.

The following points are important for a well-groomed body:

- either bath or have a "sponge" bath everyday.
- wash hands with soap and water before every meal.
- wash hands after every meal.

Activity:

Have children make a "Keep Clean Chart" for a week. Have them put a check mark each time they do a certain activity, with the total at the end. The blank lines at the bottom can be used to keep record of any other activities.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total
Bath								
Sponge Bath								
Wash Hands								
Wash Face								

KEEP CLEAN CHART

Teeth

A smile is one of the most important features of a face. Too often, people are "turned off" by yellow teeth and bad breath.

It is most important to brush teeth properly, especially after every meal. Brush immediately after eating — don't wait. Bacteria which cause cavities start to work the minute food is put in the mouth.

It's best to use a fluoride toothpaste and a tooth brush with soft bristles. Suggest children follow these steps:

(a) Brush the outside surfaces of the teeth with up and down strokes. Be careful to brush in between the teeth, and don't forget the teeth at the back of the mouth.

(b) Brush the inside surfaces of the upper and lower teeth. It is easy to forget this area because no one sees this part of the teeth. Don't give the bacteria which cause tooth decay and bad breath a chance to destroy teeth.

(c) Brush the chewing surfaces — especially those molars that might be a little hard to reach.

Suggest that the child times himself the next time he brushes his teeth. It should take three or four minutes to do a good job. Mouthwashes are widely advertised, but they do not clean the teeth. If the teeth are cleaned properly, there should be no reason to use expensive mouthwashes.

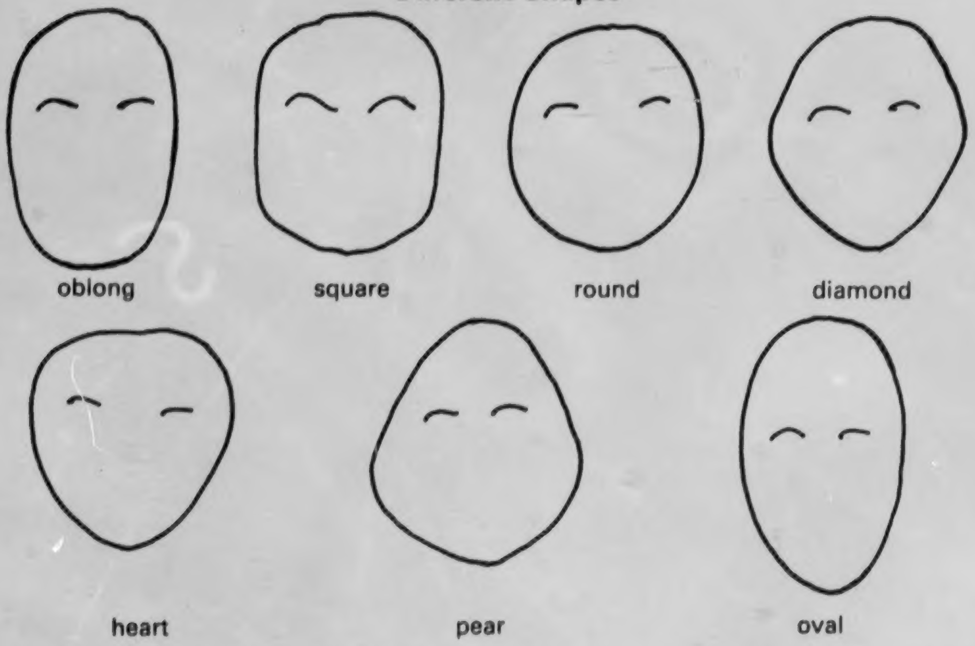
Naturally, regular trips to the dentist twice a year are very important for the upkeep of teeth. Suggest that during the next visit to the dentist, the child should ask if he should use dental floss. Flossing may be required if braces are worn or there are other dental problems. A dentist or dental hygienist will demonstrate how to floss properly. These people can also show a child how to brush properly.

It's a good idea to rinse the tooth brush and stand it up to dry, so that it will be clean for the next brushing.

Hair

Healthy, shining hair is the finishing touch to a smiling, clean face. A hair style should compliment the shape of the face. By pulling hair back from around the face and looking at himself in a mirror, the child can decide what shape of face he has.

Different Shapes



Long hair is harder to care for than shorter hair. A style which requires a great deal of time to curl may become a nuisance for a busy person.

A healthful diet is the first requirement for shiny hair. The proper foods from each of the four food groups are necessary for healthy-looking springy hair.

Brushing the hair daily with a stiff-bristled brush is a must for both boys and girls. Brushing cleans away dust and dandruff and brings the natural oils to the ends of the hair. Suggest that children try brushing their hair before going to bed. They'll find this exercise relaxing. It is not a good idea to brush hair when it is damp as hair tends to stretch and break.

Hair should be washed when it loses its sheen and softness. Some people with naturally oily hair may need to wash their hair several times a week. Children who are active in sports, (especially sports that require helmets or protective head gear) may perspire. They should wash their hair frequently so that their hair does not smell of perspiration.

Use of a favorite shampoo is fine. It need not be an expensive brand. There is no need to use a lot. A harsh laundry soap should never be used nor should cake soap be used directly on the hair because it may be difficult to rinse.

Hair should be brushed carefully before shampooing. It is also a good idea to massage the scalp. Dampen the hair and scalp before applying shampoo. Rub vigourously. Try to make the scalp move.

Remind youngsters to get the areas near the back of the neck and around the ears. Rinse with lukewarm water.

Shampoo for the second time, rubbing firmly with the tips of the fingers. Rinse again. This rinsing must be very thorough. If all the soap is not removed, hair will look dull and feel sticky. If the hair squeaks while it's being rinsed, it indicates all the soap is out.

A creme rinse, though not really necessary, will make hair easier to manage, especially fine hair.

Activity:

The Best Hairstyle for Me. (see page 44.)
Have the children draw different hair styles on their face shape to determine which style is most becoming.

the best hair style for me. (ages 11 & 12)

draw the shape of your face. trace it onto each square. draw different hair styles onto the face shapes. which style suits you best?

Hands

Hands are one of the most important tools that humans have to work with. At school, at home, or at play, they are always on display. No matter what activity is involved, the hands should always be clean.

Soap and water, along with a good scrubbing, will usually get rid of most dirt. If hands get unusually dirty from chores or schoolground play, a hand brush will help.

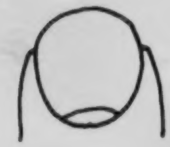
Hands should be rinsed and dried after washing. If they aren't dried well, hands may chap and become sore. Going without mitts or gloves in cold weather also causes chapping. Usually, applying a good hand lotion after washing will help stop chapping. Sometimes, elbows and heels chap too. Lotion will also help these areas.

Fingernails

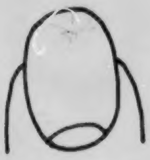
Fingernails are nature's way of protecting the delicate tips of the fingers. They, like the hands, should always be clean.

A nail file can be used to clean away grime from under the fingernails. If nails are very dirty, a hand brush can be used. The nail file (or an emery board) can be used to smooth the edges.

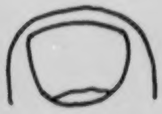
Boys should keep their nails short and oval in shape. Girls should use the oval shape, but may keep their nails longer. If fingernails are too long, they become a nuisance. Although nail polish is used by teenagers and older ladies, it looks out of place on a young girl.



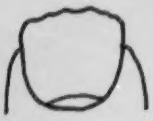
for boys



for girls

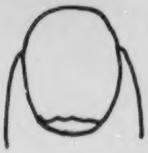


too short

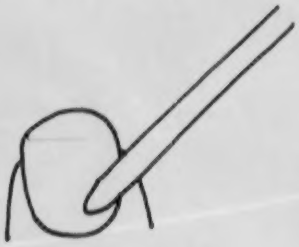


needs filing

Caring for cuticles is also important to make hands look good. After a bath, or after washing the hands, the cuticles should be gently pushed back with a cuticle stick. This will prevent painful hangnails.



cuticle



cuticle stick

CHOOSING COLORS

Basic Colors

A wardrobe should be planned around one or two basic colors so that garments can be co-ordinated. Each child will probably have a favorite color that looks good on him or her. Dark colors will not show dirt as much as lighter colors. Some good basic colors are:

Blue: This color usully looks good on fair-skinned, light-haired people. Dark shades (such as navy) are easily matched.

Red: Dark-haired people find this a flattering color. Off-reds (burgundy, brick red) are often hard to co-ordinate.

Yellow: Dark-haired people can wear yellow. It may make fair-complexioned people look pale. Yellow (like white) tends to show dirt and stains more than darker colors.

Green: This color is well suited to auburn-haired and brown-eyed persons. Dark shades are easy to co-ordinate. Watch out for odd shades of this color (lime green) because they are difficult to match up.

Brown: This is a very easy color to co-ordinate. It looks good on most people, but a check should be made by trying on this color.

Grey: This color may make some people look pale. Grey can be worn with many other colors.

Black: This is a difficult color for children to wear. If it makes a child look pale, it is not a color for him.

Co-ordinating Colors

Help children decide on a color scheme by getting them to hold color samples close to their face. They should look carefully at themselves in a mirror. If the color does not flatter them, suggest they look for a better color. The family can help a child to decide if a color suits him or not. He can ask his friends for their opinions.

Young people like bright colors. Brightly printed blouses, colorfully checked shirts, and gaily striped T-shirts will liven up their wardrobes.

Suggest they avoid off-tone colors such as some shades of purple, lime green tones, and fuchsia. Too often, these colors are difficult to co-ordinate with the rest of the wardrobe, and garments will seldom be worn. It's pointless to buy clothes in a color that is really disliked. The child will probably avoid wearing the clothes and they'll end up hanging in the closet.

Care should be taken when choosing stripes. A plump person should avoid horizontal stripes as they tend to make that person look plumper. Vertical stripes will make a short person look taller, but will not flatter the very tall skinny figure.

Small people should avoid very large checks or designs as they make them look bulky. Dark colors help the large person appear smaller.

Choosing the basic colors that look best on a person is not difficult. It does take some thought and time to make this decision. It is worth the time and effort to choose colors that help make a person happy and attractive.

By choosing several garments in one basic color, it is easy to mix and match any of the tops with any of the pants or skirts. It's possible to be well-dressed with only a little effort.

Activity:

The following activities will assist children in choosing appropriate colors for clothing.

colors of hair (ages 6 to 12)

find a picture from a magazine of a person with the same color of hair as you. Try to match the color as closely as possible. Paste it below:

now, match up samples of fabrics that look good with your hair color:

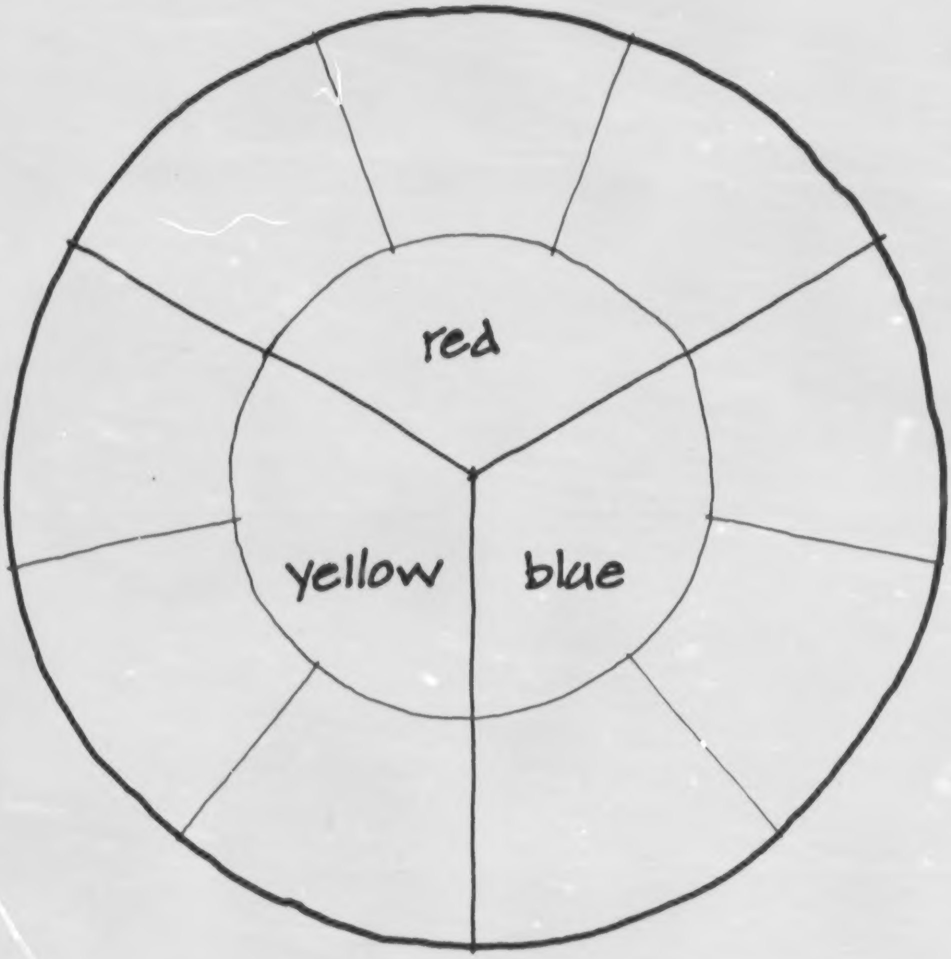
colors that match my eyes (ages 9 to 12)

find a picture of a person in a magazine whose eyes are the same color as yours. Try to match the colors as closely as possible.

what color looks best with your eyes? find color samples or pieces of material that look good with your eye color.

co-ordinating colors (ages 6 to 12

find samples of different colored materials to match the main colors in the center. If you cannot get material, color the spaces with crayons. Try to find 3 other colored or printed fabrics that would look good with the main colors. This is how your wardrobe can be co-ordinated too.



would you wear any of these colors in your clothes? If not, choose another main color and find 3 fabrics to co-ordinate with it.

co-ordinating colors for pants and jeans
(ages 9 to 12)

collect materials that pants are made from. Cut and place them in the squares. Collect other material samples to match with each color of pants.

brown pants

grey pants

green pants

blue jeans

TEACHING CHILDREN TO SHOP FOR A WARDROBE

Before venturing out on a shopping trip, a child should examine his present wardrobe. If there are several good-looking items that fit well, he may want to buy clothes that will match them.

Suggest that children:

— Plan to shop in well-known stores. Make sure that they can return unworn purchases if they should change their mind. Allow plenty of time for shopping.

— Try on the garments that they may wish to purchase. Clothing is made to fit a body size — not an age. A six-year old may wear a size eight or even a ten. A nine-year old may be small in build and fit comfortably into a size eight. If a child looks clean and neat, the sales person will be happy to let him try on any garment he may wish to buy.

— Try to pick a time to shop when the stores are not crowded. An unhurried sales clerk will be far more helpful than a clerk who is trying to serve several customers. Sales clerks appreciate polite, mannerly customers.

— Don't be an 'impulse buyer'. This means stopping to think before buying any item. Shop around at several stores. They may find an identical item at another store which will cost less.

— Check the labels on any garments they may wish to buy. The label tells what materials are in the garment. Young people are wise to choose garments that are easy to care for. Minimum care, easy care, and permanent press clothes can be washed at home, hung to dry, or tumble dried and need little or no ironing.

Labels should also show how to launder and care for the garment. It is wise to stay away from garments that require dry cleaning. It is expensive to care for these garments.

The label should also give the name of the company that made the garment. Pamphlets on labels, fabrics and care are available from your District Home Economist, Alberta Agriculture.

Fit

To check the fit, suggest the child try on the garment and ask himself the following questions (explain what each question means to the child so that he will be able to judge fit properly):

Does it feel comfortable and adjust easily to movements?

Does it hang without wrinkles?

Does it have a tendency to sag or poke out?

Do the seam lines fall properly?

Are darts and tucks correctly placed?

Is the neckline flat and smooth?

Are the sleeves set in correctly?

Is there sufficient "ease" in the garment to be comfortable?

Is it long enough to look good? If buying pants, make sure that they are not too long or he may trip on them.

It's important to buy garments that fit well. If a child knows the facts, he should have no problem in selecting quality items for a quality wardrobe.

Consumer and Corporate Affairs Canada
Consommation et Corporations Canada

Look for this label

BOY'S BODY SIZE INDICATOR MEASUREMENTS – CANADA STANDARD SIZE														
SIZE CODE (REGULAR) (cm)	2	3	4	5	6	6X	7	8	10	12	14	16	18	20
CHEST	56.0	58.0	60.0	62.0	64.0	65.0	66.0	68.0	72.0	76.0	80.0	84.0	88.0	92.0
WAIST	51.0	52.0	53.0	54.0	55.0	56.0	57.0	58.0	60.5	63.0	65.5	68.0	70.5	73.0
HIP	50.0	52.5	55.0	57.5	60.0	62.0	62.5	65.0	70.0	[illegible]	80.0	85.0	90.0	95.0
CROTCH HEIGHT	–	–	–	–	–	–	54.5	57.0	64.0	70.5	73.5	75.5	77.5	79.0
WAIST HEIGHT	48.5	53.5	58.5	63.5	68.5	71.5	–	–	–	–	–	–	–	–

GIRL'S BODY SIZE INDICATOR MEASUREMENTS – CANADA STANDARD SIZE												
SIZE CODE (REGULAR) (cm)	2	3	4	5	6	6X	7	8	10	12	14	16
CHEST	54.0	56.0	58.0	60.0	62.0	63.0	64.0	66.0	70.0	74.0	78.0	82.0
WAIST	49.0	50.0	51.0	52.0	53.0	54.0	54.5	55.5	58.0	60.5	63.0	65.5
HIP	50.0	52.5	55.0	57.5	60.0	62.0	62.5	65.0	70.0	75.0	80.0	85.0
WAIST HEIGHT	48.5	53.5	58.5	63.5	68.5	71.0	74.0	77.0	86.0	92.0	94.5	96.0

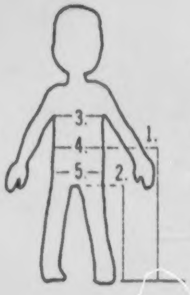
CANADA STANDARD SIZING

Children, like adults, come in different shapes and sizes. Every parent knows that not all five-year-olds are the same size. That's why a sizing system based on age is imprecise.

Canada Standard Sizing (CSS) is a program run by Consumer and Corporate Affairs Canada for the standardization of garment sizing based on body measurements.

This program is designed to relieve the shopper's frustration by ensuring a consistent fit with clothes bearing the Canada Standard Size label. This label indicates that the size is based on one set of measurements. It does not relate to age, nor does it relate to quality or cost.

The key to using Canada Standard Sizes for better fit is to take the metric measurements of the child when he or she is dressed in lightweight, close-fitting underwear. Remember to hold the tape snug but not tight and measure:



1. waist height – from waist level to floor (without shoes) – for all girls, boys up to 6X;
2. crotch height – from centre of crotch to floor (without shoes) – for boys;
3. chest – close up under arms;
4. waist – around smallest part of waistline;
5. hips – around widest or fullest part.

BEST COPY AVAILABLE

For garments where fit is not critical CSS provides S., M. and L. sizes in two ranges. Garments fit a combination of two sizes and are made to the specifications for the larger. For example, little girls' "S" fits a child requiring CSS size 2 or 3. Garments marked CSS "S" are the same size as garments marked CSS "3".

Little boys' sizes			Little girls' sizes		
Size	Fits CSS size	Garment is CSS size	Size	Fits CSS size	Garment is CSS size
S	2-3	3	S	2-3	3
M	4-5	5	M	4-5	5
L	6-6X	6X	L	6-6X	6X

Bigger boys' sizes			Bigger girls' sizes		
Size	Fits CSS size	Garment is CSS size	Size	Fits CSS size	Garment is CSS size
S	7-8	8	S	7-8	8
M	10-12	12	M	10-12	12
L	14-16	16	L	14	14
XL	18	18			

Then compare these measurements with CSS metric tables, and select the size that most closely matches your child's measurements.

CSS is voluntary. Not all garments will carry the label. However, increased consumer demand for such clothing could bring a greater response to the CSS system from manufacturers and retailers.

For consistent sizing in children's clothing, just look for the CSS label. To ensure an acceptable fit after cleaning, be sure to follow instructions given by the Canadian care symbols.

If you can't find these labels, ask for them!

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ISBN 0-662-50182-9

FS-78-14

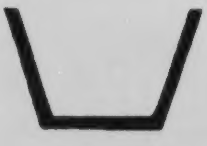
Care Labelling

A system of care labelling symbols was designed to tell what should and shouldn't be done about washing, drying, ironing, and dry cleaning fabrics.

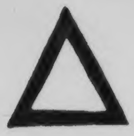
A label with these symbols is often permanently attached to the inside of the garment. They may also appear on hang-tag labels.

The system is based on five basic symbols. Each of them represents a basic care procedure. The five symbols are:

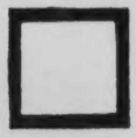
- a washtub for washing



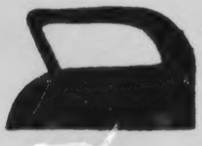
- a triangle for bleaching



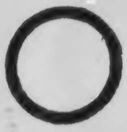
- a square for drying



- a hand iron for ironing or pressing



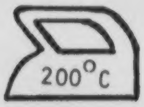
- a circle for dry cleaning



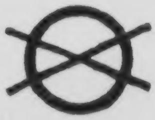
Three colors are used to show the need for caution. The three colors are the same as the traffic signal colors:

RED — Stop (don't do it)
AMBER — Caution (take care)
GREEN — Go (no special precaution needed)

The symbols and colors may be used together to give additional information. If 200°C appears within a green iron, this means the item may be ironed with a setting of 200°C or the temperature recommended for cotton or linen.



A red circle with an "X" through it means do not dry clean.



Activities:

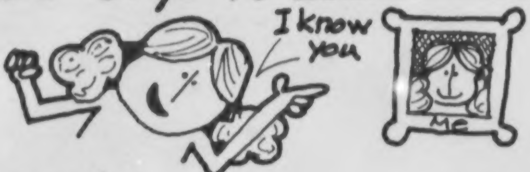
Ask children to find labels on five of their garments at home and to copy down the care labels and explain what they mean.

Let children fill out the "I Know Myself" worksheet on page 56.

To help children plan ahead for a wardrobe, have them do the exercise "Window Shopping for the Basics" (page 57).

I know myself (ages 6 to 12)

my name is ________________.
I am ________________ tall.
I weigh ________________ kilograms.
my chest is ____________ centimetres.
my waist is ____________ centimetres.
my hips are ____________ centimetres.
I wear a size ________________.
my feet are __________ centimetres long.
my sock size is ________________.
my shoe size is ________________.



my face is ____________ shaped.
my eyes are ____________ in color.
my hair is ________________.
my complexion is : fair medium
tawny dark
the colors that look good on me are:
1. ________________
2. ________________

window shopping for the basics (ages 11 and 12)

...pretend that you have been given fifty dollars to buy school clothes. by using newspaper ads and window shopping at several stores, make a list of your purchases.

item	color	your size	fabric	care (from label)	price

SHOPPING FOR:

Socks

Cotton socks are best for everyday wear. Cotton is soft, absorbs foot moisture and is comfortable to wear. If the heels and toes are reinforced with nylon they will last longer. All cotton will tend to shrink slightly so buy socks one size larger than required.

Nylon socks wear well, but are not as comfortable as cotton. Because nylon does not absorb moisture, it may make the feet feel clammy. It also tends to snag.

Wool, or a wool combination, is excellent for sports or winter activities. Wool is warm, absorbs moisture, but may need special washing care so it won't shrink.

White is a good basic color for boys' and girls' socks because this color goes well with the other colors of the wardrobe. White socks can usually go into the washing machine with the family laundry. Special treatment might be needed to keep them white.

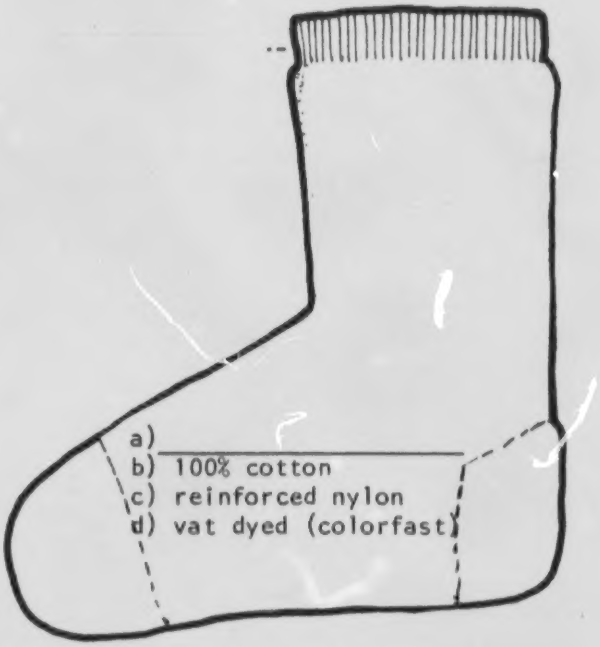
It's wise to choose two or three pairs of socks of the same color that can be worn with the colors in the wardrobe. This makes sorting easier and a stray sock can often be matched with another stray of the same color rather than being thrown out.

Leotards or tights are attractive for girls to wear with skirts and culottes in cool weather. Leotards are warm to wear under pants or jeans in winter. Leotards with snags or runs can be worn this way.

Pantyhose are not very practical for most young girls. They tend to 'run' easily and are not as warm as socks. Often, a young miss buys a pair of pantyhose for Sundays or special occasions when she will not be very active.

Tips For Buying Socks

1. Look for the label when buying socks. Labels are usually stamped right on the socks in the foot area. If the socks do not carry a label, it is best for an inexperienced shopper to stay away from them.
2. Look for these features:
   - (a) name of manufacturer
   - (b) the name of the material. If the sock is made of preshrunk cotton or nylon, it will not shrink. If the sock is wool, then allow for shrinkage and check the washing instructions.
   - (c) the heels and toes are reinforced. If these areas are not reinforced, the heels and toes may wear out more quickly.
   - (d) the color should not fade or run. If socks are not color fast, the colors could run when they are in the family wash and ruin other clothes. Faded socks are not very attractive.
   - (e) a good sock is closely knit and has a firmly knit cuff. If the cuffs are loosely knit or [illegible] not spring back when stretched, they will probably sag when being worn. Lycra or Spandex may be added to the cuff to help socks stay up.



3. It is safer to buy socks by measurement than by size. Measure the foot and buy the socks 1.25 centimetres (½ inch) longer. If the label says that they may shrink, buy them at least 2.5 centimetres (1 full inch) larger than the feet.
4. Socks should fit smoothly around the ankles and feet. If they are too short in the foot they will be uncomfortable and the toes will make holes.

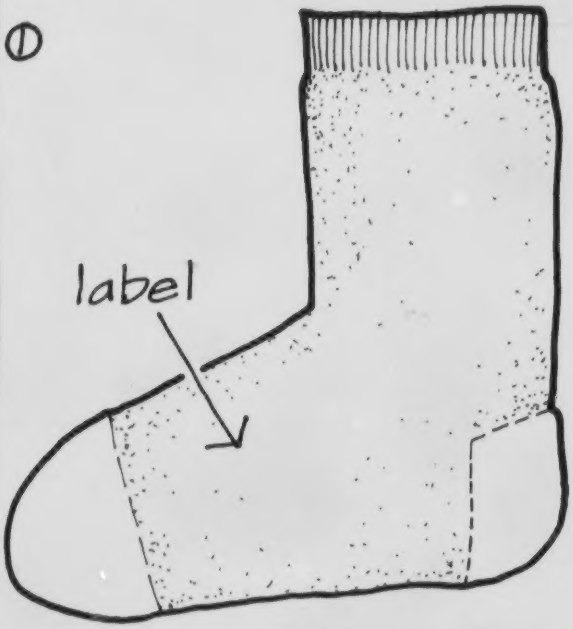
Activity:

Labels on Socks (page 60).

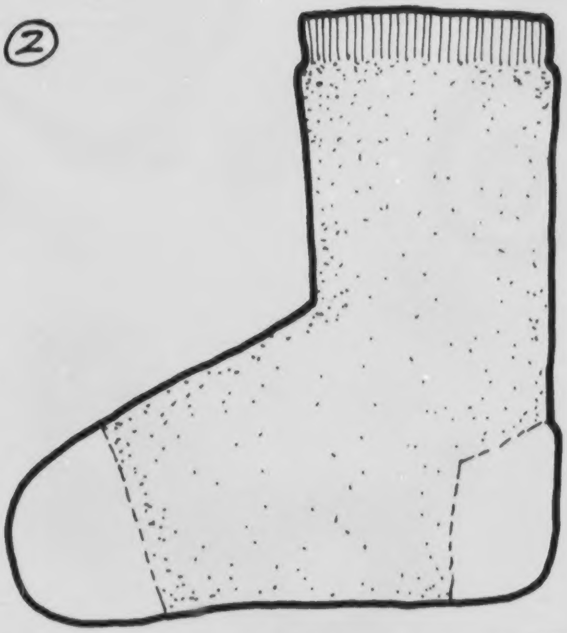
labels on socks (ages 6 to 8)

copy the labels from different socks on the drawings below. If the labels are still clear on unwanted or stray socks, cut the labels out and paste them below. ask Mom first! If you can't find labels at home, ask Mom to help you when you go to the store next time.

①



②



③

④

Underwear

Panties and undershorts are made from knit fabrics. They will stretch for comfort, but will give a smooth, snug fit that won't bulge at the waistline. Panties are made of many different materials such as cotton, nylon, and polyester. Shorts are usually made of cotton or cotton-polyester blend.

Cotton fabric is the most absorbent, so it usually feels more comfortable. It is also easily washed and can be bleached if it is a solid white color. But it is bulkier than man-made fibers, so may show under outer clothing and may bunch up at the waist. One should allow for some shrinkage with all cotton underwear.

Nylon is a very strong and durable material. It feels soft and silky, but nylon underclothing tends to feel uncomfortable on hot days because it does not absorb moisture. Undergarments made of nylon can be hand washed easily and dried quickly.

Polyester is a very durable fabric but, like nylon, tends to feel uncomfortable on hot days.

A blend of cotton-nylon or cotton and polyester seems to be superior for absorbency, durability, and easy care.

What Is The Best Style

There are several popular styles of panties. For younger girls who have not yet developed hips, the style which has elastic at the waist will probably be most comfortable. Hipsters and bikini-style panties depend on well-developed hips in order to stay up.

The choice of styles for boys' shorts is limited to high waist or hipster style. Unless his hips are developed, a boy may have a hard time keeping hipster or bikini styles up.

Tips On Buying Undergarments

1. Check the label. The label should show the name of the material from which the garment is made. It should also give washing instructions.

2. Check the elastic. The elastic can be enclosed in a narrow hem or stitched on after the garment is made. Make sure that the elastic has plenty of 'give' or stretch. If it does not have enough stretch, it will be uncomfortable and may break while being worn. Elastic which is enclosed in a hem should not look bulky as it may show through outer wear.
3. Seams should be lockstitched or overcast or they will fray after a few washings. If the seams are smooth, they won't show through other clothes. They will also be more comfortable against the skin.
4. If panties are nylon, the crotch should be made of more absorbent material such as cotton. The crotch area of both panties and shorts should be made of a double thickness of fabric. This is necessary for greater absorbency and durability. Crotch seams should be double stitched for extra strength.
5. Know the size needed. Most stores will not allow people to try on undergarments before buying them. This policy is necessary for health reasons. If the child has outgrown his present underwear, then he will probably have to buy the next larger size. Sometimes stores give a height and weight chart as a guide to determine what size underwear is required.
6. Undergarments must be comfortable. They should feel comfortable at the waist and should be long enough from the waist to the crotch to allow for bending and sitting. The hips should be large enough to allow free movement. If these garments are too small they will be very uncomfortable. If they are to large, they will have to be "hitched" up all the time.

Activity:

Buying Undergarments (page 63) is intended to help children understand the different types of of undergarments.

70

buying undergarments (ages 9 & 10)

the next time you go to the store, look at the variety of underwear that is in your size.

draw the panties or undershorts you think are the best style and material for you:

check the label for the type of material it is. which is the best for you? write the label in your drawing.

how do you care for the undergarment? write this on your drawing too.

draw the elastic waist on the panties or shorts. why did you think this was a good choice?

Shoes

It is very important for children to have proper-fitting shoes. This is necessary to allow for the growth and development of feet. Bones are still soft while they are growing. Poorly fitted shoes may cause permanent damage.

Children with normal feet can usually wear shoes made of any material. The size is more important than the style. Parents should help choose the correct size for growing feet. An experienced sales clerk is also very important. She can tell if the shoes are too large or too small. She can also tell if any part of the shoe is pressing on the feet which may give trouble later.

Since feet grow quite quickly, it is not a good idea to buy a very expensive pair of shoes. A less expensive, well-made shoe with good support will probably be a better buy. Quite often, feet grow so fast that they outgrow shoes before they are worn out.

Some shoe styles are not good for the young growing foot. Shoes with heavy, thick soles will feel heavy and may make walking and playing difficult.

Sandals are cool for the summer, but do not give good ankle support. They are not good to use for sports activities because they are not durable. Unless sandals are properly fitted, they may cause painful blisters.

High heels on shoes or boots may cause leg cramps and sore muscles. They also cause young people to walk in an unnatural position. Young people are wiser to choose a shoe that has only a slight heel. They will feel more comfortable and children will be able to walk more naturally.

The soles and heels should be non-skid. This is necessary to ensure safe walking.

Looking After Shoes. Some Hints for Children:

1. Untie the laces and loosen them before taking them off. This will stop shoes from stretching, making them look better.
2. Shoes become damp from perspiration when they are worn. Wearing socks is important to protect the shoe lining. Allow shoes to air out and dry between wearings.
3. Wear rubbers or boots in wet weather. Shoes are not made for rain or snow conditions.

shoes that are good for young people (ages 6 to 12)

draw or cut out a picture of a shoe style that you like. make sure that it will be a comfortable and good shoe for your growing feet.

draw or cut out a shoe style that will not be good for your feet.

4. If shoes become wet by accident, dry them out slowly. Do not put them by a heater or in a hot place, as the leather will become stiff and crack.
5. Polish will help to protect leather shoes. It is a good idea to polish them often. Suede shoes can be brushed. Gym runners should be washed several times a year, especially if they are used a great deal.
6. Don't leave shoes lying around in the entryway. Wipe them with a clean cloth and place them neatly in a closet. They should be kept in a shoe rack.

Activity:

Shoes That Are Good For Young People (page 65).

Sweater Sense

Every child's wardrobe will probably contain several sweaters. It is important, therefore, to teach children how to buy good quality sweaters.

Emphasize that, before buying a sweater, they should always read the label or hang tag. Sweaters are made from many different kinds of fibers, each requiring its own special care. Can the sweater be washed? If so, can it be washed in a machine or does it have to be done by hand? Maybe the sweater will have to be dry cleaned. After buying a sweater, keep the hang tag in a safe place so the care instructions can be checked when the sweater needs cleaning.

Sweaters made from wool, cashmere, and angora are warm and soft, but require a bit more care to keep them looking fresh and new. Sweaters made from synthetic fibers are easy to care for, and many are machine washable.

There are many clues to look for when buying sweaters that will indicate their quality. Children need to be aware of the following:

1. The ribbing of the sweater should spring back into shape when it is gently stretched.
2. Buttonholes on cardigans should be reinforced with a ribbon facing or a knit banding. The stitches should be deep and closely spaced. Firm stitching helps prevent ravelling.

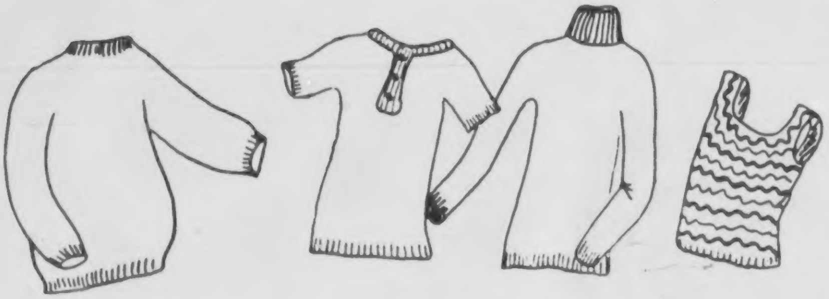
No matter how good the quality of the sweater, it will not be enjoyed unless it fits properly.

Fitting checkpoints for sweaters:

1. The neckline should fit snugly and comfortably. It should lie smooth and flat.
2. The shoulder seams shouldn't sag.
3. Armholes should be comfortable; not too tight.
4. Sleeves should be set neatly into the armholes. Make sure they do not pull at the shoulders. There should be enough room in the upper arm of the sleeve to be comfortable. If the sleeves are meant to be long, they should come right down to the wrist.
5. The body of the sweater should fit comfortably.
6. If there is a front opening, it should stay neatly closed without gaping between the buttons.
7. The ribbing at the lower edge of the sweater and sleeves should fit snugly without stretching.

Activity:

The worksheet, "Choosing a Sweater", on page 68 will help older children select a sweater.



choosing a sweater (ages 11 & 12)

draw a picture of your favorite sweater, or a sweater you would like to buy.

how do you clean and care for it?

____

____

what color is it?

____

what garments in your wardrobe do you or would you wear with it?

____

____

why do you like it so much?

____

____

TEACHING CHILDREN TO LOOK AFTER THEIR CLOTHES

This is probably one of the most difficult aspects of clothing care for a child. Proper care of clothing keeps it fresh and new looking much longer.

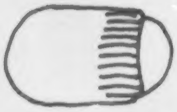
Children should be encouraged to hang up some of their clothes and put other clothing away neatly in drawers or on shelves. If a child is too short to reach the clothes rod, perhaps he could use a stool or wooden box or the rod could be lowered temporarily.

Folding Clothes

Have children practise doing the following:

Socks

Socks should be matched and placed in a drawer. This is an easy way to keep them together.

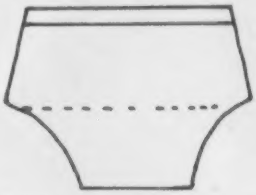


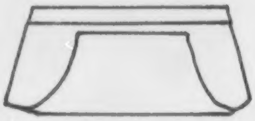
Underwear

Other undergarments should be folded and kept in drawers. It's wise to keep socks in one place and underwear in another so it will be easy to find them.

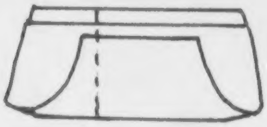
Shorts and panties are easy to fold also. Just three easy steps and it's done.

1. First fold the crotch up to the waist.

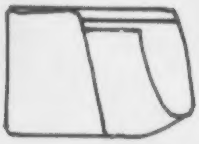


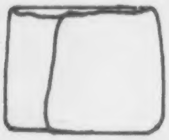


2. Fold one side over.



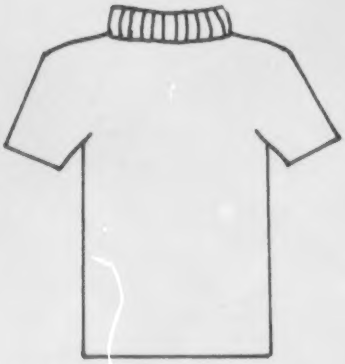
3. Fold over the other side.

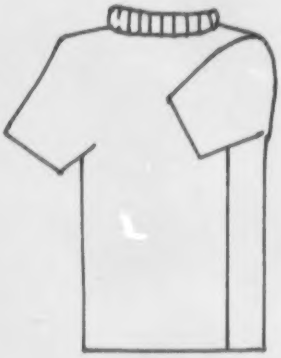




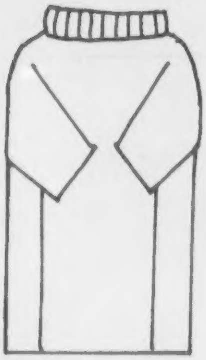
Sweaters and T-shirts could be neatly folded and placed in a drawer. Emphasize that it's really not so hard to do.

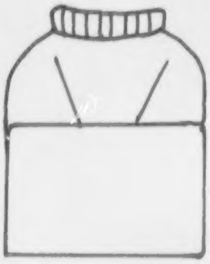
1. Place sweater on its front. Carefully smooth out all wrinkles.
2. Lift one sleeve and fold over the back of the sweater or T-shirt.





3. Lift the other sleeve over onto the back of the garment.
4. Fold the bottom of the T-shirt or sweater to the neck area.





Tell children to never put soiled clothes with clean garments. Suggest they help their mom by placing soiled clothing in the clothes hamper or wherever she keeps clothes that have to be washed. They should be sure to tell mom about any clothes that may be stained or damp. If some stains such as blood, ink, or grass, are not treated properly, the clothing will become permanently stained.

Warn them not to put damp or wet clothes away in drawers or a closet because mildew may result, ruining the clothes.

Note that they should watch out for wet swim suits and sports equipment. Sports uniforms should be hung up to air and dry after games and practices.

Activity:

Have children help Mom fold the laundry at home.

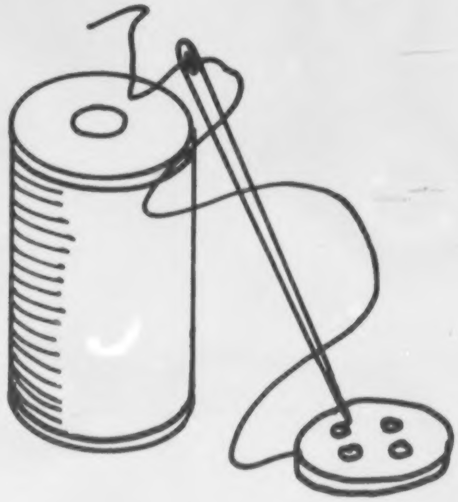
FIXING IT — CHILDREN CAN DO IT

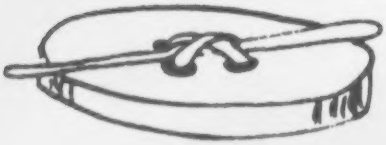
Buttons pop off, and hems come out of nearly every garment at some time. It is wise for a child to know how to repair these problems — even when mom or big sister can do it for him.

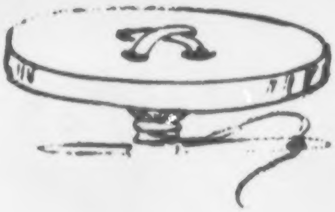
TIPS TO OFFER CHILDREN

Sewing on a Button

There's a little trick to sewing on a button so it stays put. A medium-sized sharp needle plus some thread in a color to match the material will be needed. If sewing a button on a coat, use heavy-duty thread. To sew, stick the needle through the fabric and one hole in the button. Place a toothpick across the button. Then stick the needle through the other hole in the button and into the fabric. Be sure the button is on the right side. (1) Repeat a few times; then, on the way back down, stick the needle only through a hole in the button. Remove the toothpick, and wrap the thread tightly around the threads under the button to form a stem. (2) Finish by fastening the thread on the inside of the garment with several small stitches in the same place. The button now sits on a sturdy stem of thread which won't wear out for a long time. If sewing a button onto a coat, use two toothpicks. By removing the picks and wrapping the thread to create the stem, a long stem which suits thick coat fabric beautifully is created.



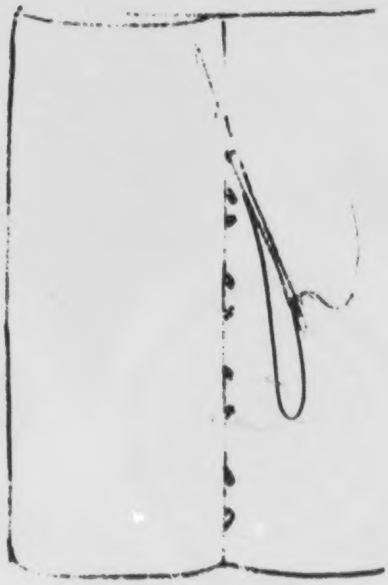




Activity:

Have children practise sewing on a button on a garment or on a stuffed toy that has lost an eye.

Restitching a Hem



Fold the hem up along the crease — the same as it was. Pin in place. With matching thread and a medium-sized needle, sew along the edge of the hem and onto the garment. Make small stitches in the garment so it won't show on the right side.

In a real emergency, a hem can be fastened with pieces of masking tape. Place small pieces of tape across the hem.

Be sure to take the tape off before the garment is washed. Replace the hem with stitching.

Activity:
Have children practise hem repairs on a garment.

A Game To Make

Easy Care Rummy (for ages eight - twelve)

Cut 80 "cards" from cardboard or heavy paper (the weight found inside packages with shirts and pantyhose is fine). An old deck of cards could be used instead.

Draw the 19 symbols (next page) for caring for fabrics. Make four of each symbol. Color appropriately or use a colored felt pen. (See next page). Make four BONUS (wild) cards.

1. Dealer deals seven cards to each player — (can be used with two, three, or four players).
2. Player on the left of the dealer begins by picking one card from the deck. Discard one. Next player may choose either the top card from the discard pile, or the next card from the deck.
3. Each player collects two sets of three of a kind, (e.g. three irons and three circles with X's) and discards one. Bonus card may be used as any other card.
4. Scoring — one point for each three of a kind in the hand. (e.g. the first player to collect two sets of three of a kind is awarded a point for each set of three, or two points.)

Other players with one set of three of a kind in their hand get one point.

Players holding cards that don't make a set do not receive a point.

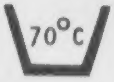
Set a maximum number of points (perhaps five or ten), or determine a number of rounds. The player with the most points wins.

For older players, a rule might be to tell what the symbol means before they can pick it up from the discard pile, OR give one extra point for each set of three correctly identified.

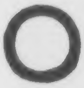
Chart of Care Symbols

Green

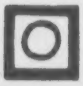
machine washable — hot



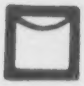
dry clean



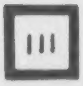
dry in dryer — med. to high temp.



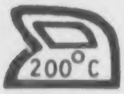
hang to dry



hang soaking wet to drip-dry

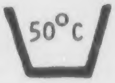


iron at high temp. (cotton or linen)

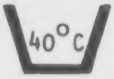


Yellow

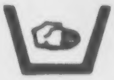
machine wash — warm



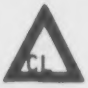
machine wash — lukewarm



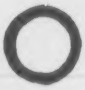
hand-wash lukewarm



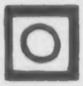
may use chlorine bleach as directed



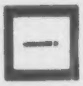
dry clean with caution



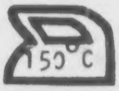
dry in dryer low temp.



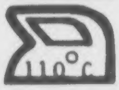
dry on flat surface



iron at medium

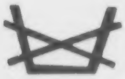


iron at low

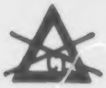


Red

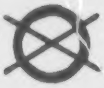
do not wash



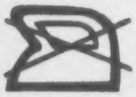
do not use chlorine bleach



do not dry clean



do not press or iron



RESOURCE MATERIALS AVAILABLE

Several pamphlets are available from Alberta Agriculture on topics such as:

- Guide to Home Laundry (Homedex 1610)
- Spot and Stain Removal (Homedex 1640)

To obtain these and other materials contact your District Home Economist, or write to:

Print Media Branch
Alberta Agriculture
1B, Agriculture Building
9718 - 107 Street
EDMONTON, Alberta T5K 2C8

Avon Company prints brochures on grooming and skin care for young people. Inquire by writing:

Avon Educational Services
116 Leacock Drive
POINTE CLAIRE, Quebec

Unit III
Communication
INTRODUCTION

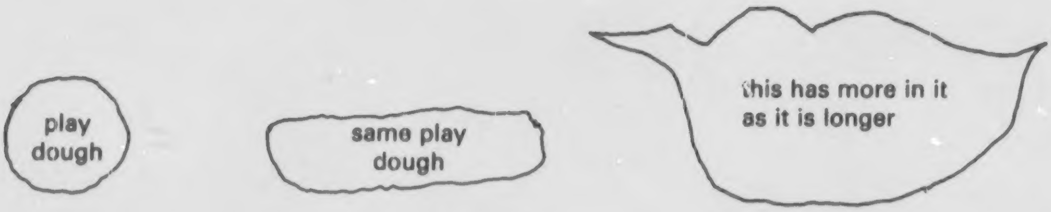
This unit will:

- introduce some basic communications theory;
- help the child practise two basic skills:
  1) speaking, using "I" messages,
  2) listening, checking with the speaker for meaning and feeling (avoiding assumptions).

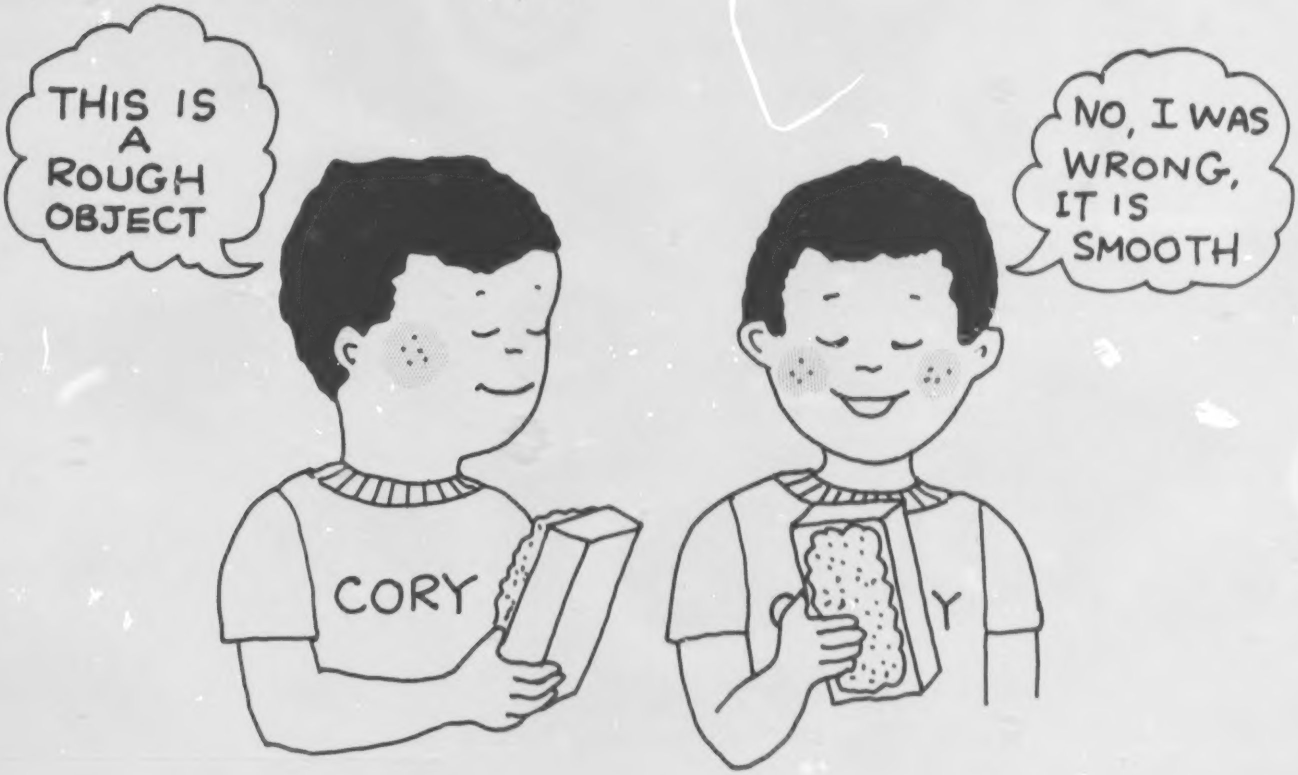
Some exercises will be suggested as well as additional resource materials.

EXPECTATIONS OF CHILDREN

Children, up to about age eleven, do not think in the abstract. They deal mainly in what they can see or have experienced. At ages five to seven, the child may watch an event happen, e.g. a ball of play dough rolled into a cylinder, and be unable to think backwards to the beginning of the event. He may conclude that there is more play dough in the cylinder as it is longer, or less as it is not as high as before, depending on which dimension he centres his attention. He is unable to shift his attention to other aspects of the play dough. The adult may find this 'locking on' to one point frustrating but must remember the child is not doing it intentionally.


play dough
same play dough
this has more in it as it is longer

Up to about age nine, the child finds it difficult to see another person's point of view without losing his own. You can test this literally, by having him look at both sides of an object, the whole of which is not visible to him at the same time.


THIS IS A ROUGH OBJECT
CORY
NO, I WAS WRONG, IT IS SMOOTH
C Y

This trait makes it hard for him to understand how other people think and feel. He is more able to understand others at ages eleven and twelve. He develops this ability through contact with other people where he must take into account the views of others. The straighter the messages the adults around him give him about their views and feelings, the easier it is for him to develop this ability. He needs this information.

RULES THAT GET IN THE WAY OF GOOD COMMUNICATION

1. Don't ask for what you want, it isn't polite. Most young children ask very directly for what they want. Instead of learning to say "no" directly when we think we must, we adults seem more inclined to try to teach them not to ask. This has unfortunate payoffs. The children start to be afraid of sharing their feelings with us and, in fact, start to distrust what their feelings tell them.

I WOULD LIKE SOME ICE CREAM
THAT IS BAD MANNERS
CATHY

2. If you love me, I won't have to ask. You will be able to read my mind.
3. Some feelings are bad and therefore you are bad if you have these feelings. Many people think that the feeling, anger, can destroy because they do not make the distinction that, while angry feelings may lead to action, the **feeling** is **not** the **action**. Our goal is to teach children to express their own feelings appropriately.

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I GET BOILING MAD WHEN YOU WON'T LET ME GO TO AN ADULT MOVIE. MY FRIENDS CALL ME A SISSY
CORY

Words are infinitely preferable to the child's hitting his sister or breaking something. Emotions that have been locked up for "thousands of bleams" may be difficult to control. They are better expressed when they are experienced.

4. We must correct "misbehavior"; if we give positive messages (praise) the child will become conceited.

Thomas Gordon, who wrote Parent Effectiveness Training, says "misbehavior" is "parent language".

How often do we talk about adults this way?

We must be specific, as well, with our children when describing behavior. "I really appreciate your putting the groceries away. It is a job that I just hate". "I feel nauseous when you come to the table with dirty hands".

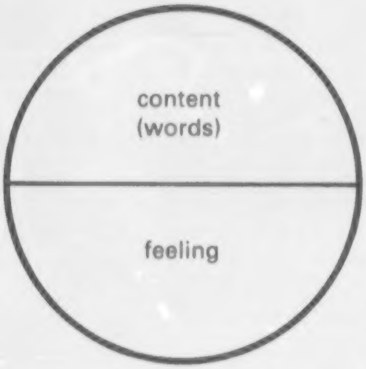
I WAS MORTIFIED! MY HUSBAND MISBEHAVED AT ALLISON'S PARTY
WHAT DID HE DO! TELL ME!!

RULES FOR GOOD COMMUNICATION

1. **I speak for myself.** (use "I" messages). If I am thirsty, I do not say, "Don't you think it is coffee time?" I do say, "I am thirsty and I would like to stop for coffee now." "I" messages help others understand you without putting them down.
2. **I make no assumptions.** I check with the speaker to make sure I have understood his meaning. One couple agreed to leave for vacation Sunday morning when they were "ready". The husband understood "as soon as we finish breakfast and put the suitcases in the car"; the wife, having discovered that milk had leaked under the refrigerator, understood "as soon as we finish breakfast, pack the car, and I clean up the kitchen so the smell won't be horrendous by the time we come back". When the husband now says "when we are ready", the wife asks "what time is that on the clock?" It saves friction.
3. **I do not use the words "bad" and "good" in referring to other people.** Who am I to make that judgment? I use instead "I don't like —" and "I like —", or similar phrases, in reference to their behavior.

COMMUNICATION GAMES

All messages have two components:



When we get a message from someone, we get:

- — 70% of it from their body language
- — 20% of it from the tone of their voice
- — 10% of it from their words.

However, if all three of these components do not match, a mixed message is sent which is confusing and stressful.

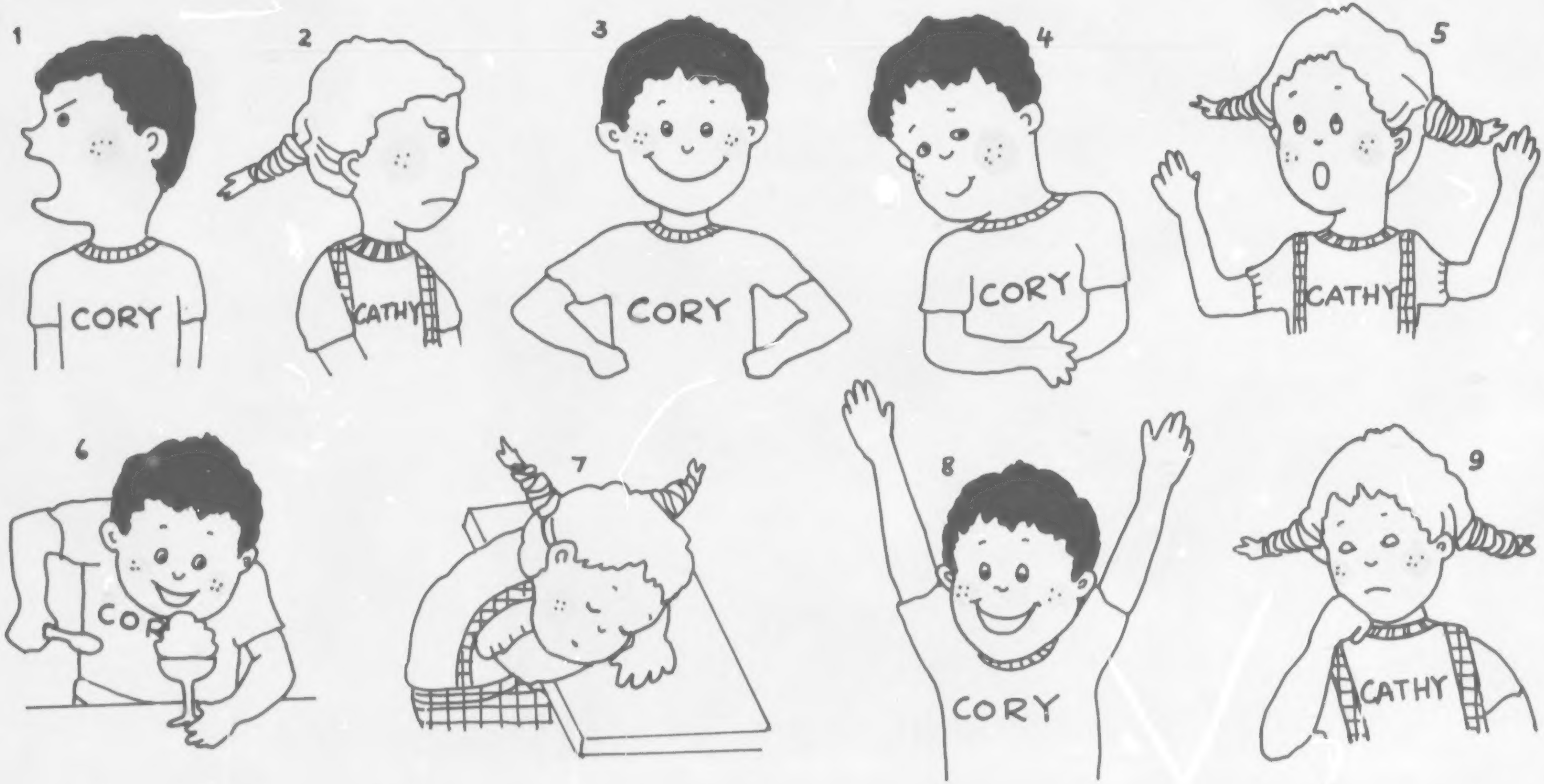
1. Feeling Words

Ask the children to write down or tell you 10 feeling words. We include the feelings vocabulary to aid inspiration.

abandoned
advantage of, taken
afraid
agitated
alone
ambitious
amused
angry
anticipate
anxious
apathetic
appreciative
apprehensive
astounded
attracted
bad
belittled
betrayed
bewildered
blaah
boiling
bored
bothered
brave
bugged
burdened
calm
captivated
chagrined
cheered
cheerful
cold
comfortable
compassionate
competent
concerned
confident
confused
contemptuous
content
cool
cowardly
crushed
curious
defensive
deflated
degraded
delighted
dependent
depressed
deprived
disappointed
disarmed
discontented
discouraged
disgusted
distracted
distressed
disturbed
doubtful
dreadful
dull
dumb
dumbfounded
eager
ecstatic
efficient
elated
embarrassed
empty
enchanted
encouraged

energetic
enraged
enraptured
enthusiastic
envious
exasperated
excited
exhausted
exhilarated
failure
fascinated
floored
flustered
fond
foolish
frantic
fretful
friendly
frightened
frustrated
furious
gay
glad
good
grateful
grieved
guilty
happy
hateful
heartbroken
helpful
helpless
honored
horrified
hostile
humble
humiliated
hungry
hurried
hurt
impatient
important
imposed upon
impressed
impulsive
inadequate
incompetent
indifferent
infantile
infatuated
infuriated
inhibited
insecure
inspired
interested
irritated
isolated
jealous
jovial
joyous
kindly
lazy
left out
let down
little
lonely
lost
lovable
loved
lovely
loving
low
lucky
meek
melancholy
miserable
misused
modest
mortified
moved
needed
nervous
obstinate
optimistic
ornery
overcome
overjoyed
overwhelmed
pained
panicky
paralyzed
peaceful
peeved
perplexed
persecuted
perturbed
pessimistic
pitied
plagued
precarious
prickly
protective
proud
provoked
puzzled
queer
rattled
ready
rejected
relaxed
relieved
remorseful
repentent
resentful
restless
revengeful
reverent
ridiculous
riled
roused
ruffled
sad
satisfied
scared
seething
self-conscious
selfish
self-pitying
sentimental
serene
serious
shocked
shook
sick
silly
simmering
slow
smart
solemn
sore
sorrowful
sorry
so-so
staggered
started
struck
stubborn
stumped
stunned
stupid
submissive
superior
surprised
susceptible
sympathetic
tense
thirsty
thrilled
ticked off
tired
tolerant
tuckered out
unappreciated
uncomfortable
uneasy
unhappy
unimportant
unkind
unloved
unmoved
unprepared
unsure
unworthy
upset
uptight
used
useless
vindictive
warm
weary
weird
wild
wonderful
worried
worthless
got to you
hit between the eyes
knifed in the back
like a fool
real dope
take the wind out of your sails

2. Body Language



Ask the children to look at these pictures and guess about the 'feelings' messages from the body language.

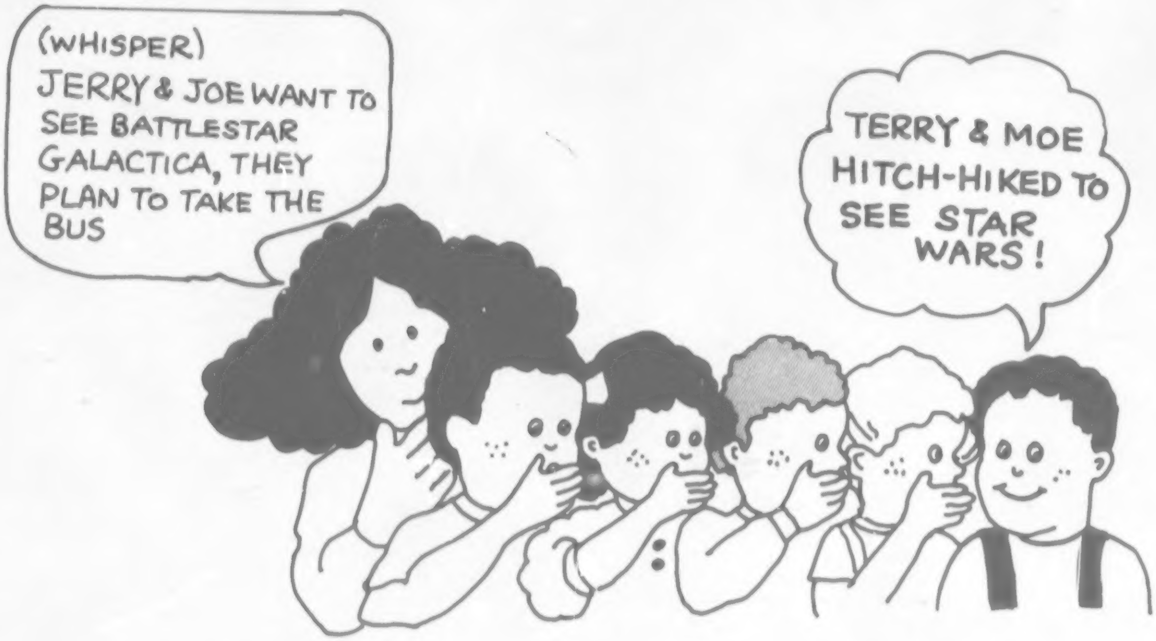
Answers for page 84:

1) mad, angry, 2) pig-headed, ornery, 3) proud, 4) looking for trouble, mischievous, 5) surprised, 6) hungry, 7) tired, weary, 8) happy, welcoming, 9) bored, blah.

3. Rumor Game

Play the **rumor game** to teach the children the difference, in terms of results, between one-way and two-way communication. (One-way communication — someone says something once, no questions are allowed; two-way communication — you can ask questions until you are sure you get the speaker's message.)

To play the rumor game, have the children sit in a row side by side.


(WHISPER) JERRY & JOE WANT TO SEE BATTLESTAR GALACTICA, THEY PLAN TO TAKE THE BUS
TERRY & MOE HITCH-HIKED TO SEE STAR WARS!

Whisper your message to the first child and have him pass it on — he cannot repeat it to you or ask any questions. Have the last child tell the group what message he got. That is one-way communication.

To illustrate two-way communication, whisper another message to the first child. This time, each can ask questions, in a whisper, of the child next to him, until he is sure he has the message straight. Ask the last child to tell the group what message he received.

Encourage the children to talk about the reasons for the results they got.

4. Talk About Feelings

Use their favorite television programs to discuss the feelings of the characters. For example: (these are only suggestions, use your own favorite shows).

1. How is Fonzie feeling when he smiles, puts his thumbs up, and says "A-a-y-,a-a-y"?
2. How is Fonzie feeling when he frowns, jerks one thumb up, and says "A-a-y-y-y"?
3. How is Mork feeling when he hits his head on his spaceship Egg and says "Shazbat!"?
4. How is Mindy's father feeling when Mork grabs his earmuffs off, throws them down, and stomps on them?
5. How is Mindy's grandmother feeling when she plays her electric guitar?
6. How is Nick feeling when Barney Miller tastes the coffee he made and makes a nasty face?
7. How is Laverne feeling when she lets her rubber glove go through the bottle capping assembly line?
8. How is Jack Tripper feeling when he falls off his bike while looking at a girl?
9. How is Schneider feeling when he looks in the mirror and smoothes his hair and mustache?
10. How is Edith feeling when Archie says "Hey, Dingbat, bring me a beer!"?

Suggested answer:

1) proud, confident, cocky, 2) angry, stern, bossy, 3) pained, 4) shocked, surprised, 5) happy, joyful, exhilarated, 6) insulted, put down, 7) bored, 8) embarrassed, 9) confident, cocky, lucky, 10) hurt, put down, used.

5. "I" Messages

Have the children try to guess what the "I" messages might be in the following:

	INDIRECT MESSAGE	PROBABLE "I" MESSAGE
1)	Isn't supper ready yet?	I am hungry.
2)	What time is it? (tone of enquiry)	No "I" message, simply wants to know the time.
3)	What time is it? (tone of anxiety)	I am afraid I am going to be late.
4)	You should pick up your clothes.	I am annoyed by the mess. OR I get discouraged when I wash your clothes and you throw them on the floor.
5)	Do you want to go bowling?	I want to go bowling and I'd like you to come with me.
6)	Skiing is a real high.	I really enjoyed myself.
7)	Mary Jane is stuck up.	I felt hurt when Mary Jane walked by me without speaking.
8)	That bus driver is ignorant.	I felt embarrassed when the bus driver told us not to make so much noise.

TREATING YOUR FRIENDS LIKE YOU TREAT YOUR FAMILY

Erma Bombeck has written a column on this topic referring to a child psychologist who recommends that parents treat their children "as they would their best friend . . . with courtesy, dignity, and diplomacy". She fantasized about her friends coming to dinner; let us fantasize too about treating our friends as we do our children. It seems a good topic with which to close this unit.

My friend has just arrived to dinner. "You are late, dinner is going to be spoiled. Where have you been? Didn't get started early enough, eh?"

"How is your job going? Lots of pressure, eh? Have more work than you can handle? Have you ever thought that you might be disorganized? Maybe if I looked over your work I could give you some advice."

"How are your kids? Daddy's weekend to have them? Do they enjoy their visit? Do you miss them? Do you ever shave your legs? I see hair sticking through your nylons. And that hair-do — why did you let the barber butcher you like that?"

"Well, let's sit down and eat. Just bring your drink. Have you washed your hands? Maybe you should use the toilet at the same time. And hang up the towels the way you found them!"

"I'll pour just a half glass of milk for ol'clumsy here. Husband, dish the roast beef for her and I'll dish the vegetables and salad. Just a small helping, your eyes are always bigger than your stomach. Yes, you will try broccoli. How do you know you don't like it?"

"Oh, you have to go now! Be sure to wrap your scarf good around your neck. It's cold out there."

Try writing down the first line of your automatic responses to these situations. Then ask the children to say what they would say to a family member and then to a guest. Discuss any differences you find.

Response to a family member	Situation	Response to guest
	arrives late for dinner	
	hole in the seat of his/her jeans	
	spills a glass of milk	
	bed not made	
	talk with his/her mouth full	
	belches loudly	
	puts his/her shoes on the coffee table	

Discuss other situations as they come to your mind — ask the children for situations they would like to discuss. Have fun!!

RESOURCE MATERIALS AVAILABLE

Books

Parent Effectiveness Training, by Thomas Gordon. Paperback, widely available in bookstores.

Liberated Parents, Liberated Children, by Adele Faber and Elaine Mazlish. Paperback in drugstores and bookstores.

TA for Tots	
TA for Kids	by Alvyn M. Freed, Ph.D. Large, soft cover books,
TA for Teens	available in bookstores.

Your Child's Self-Esteem, by Dorothy Corkille Briggs. Paperback, available in bookstores.

Unit IV
Home Safety
INTRODUCTION

Children need guidance to protect themselves from the hazards that surround them at home. According to the Canada Safety Council, more children in Canada under the age of 15 die from accidents than from the next four causes of child deaths put together. Some 2,000 children die annually from accidents and hundreds of thousands are injured.

It's a fact that injuries can be traced directly to human error and ignorance. We make mistakes, are unaware of all the dangers involved in an activity, or permit obvious hazards to go uncorrected. In short, when an accident happens, smeone has failed.

Within the physical and mental capabilities of children, teach them about safety. Developing safe habits and attitudes at an early age will enable them to cope with hazards all their lives. Remember that children imitate what they see, and your own example regarding safety will speak louder than any words.

The following article "Kids on Their Own" (Family Safety Magazine, Fall 1978) reviews the special safety needs of children. It also suggests ways of helping them handle emergencies and avoid hazards that lead to accidents. More specifically, this Home Safety Unit contains information and learning activities to help children protect themselves from falls, fire, burns and scalds, and electrical hazards.

Kids on Their Own (by Judy Williams)

Changing lifestyles, single-parent homes and the economic pressure of inflation on family income mean more parents are spending more hours away from their children.

Today, two out of five workers are women. If current trends continue, the Bureau of Labor Statistics predicts that in 12 years 50 per cent of the women over 16 will be in the labor force. And the increase in working women usually means an increase in the number of children who spend time without parental supervision.

For many, a day care center or babysitter is the answer. But for others it means children will be on their own before and after school. Prepare your children and sitters to deal with simple problems and major emergencies. And, help them avoid the hazards that lead to accidents.

The teenage daughter of a LaGrange, Illinois, teacher returned from school, opened the door to her house and found it filled with black smoke. She slammed the door, ran to a neighbor's house and phoned the fire department. A new furnace motor was the culprit. If the girl had entered the house and inhaled the deadly smoke, this emergency could have ended in tragedy.

This teen knew what to do because her mother started a family safety program after a near misfortune. When the girl was nine, she was stopped on her way to school by a stranger who offered money if she would get into the car. Although she recognized the danger and ran to school, she did not tell her teacher or mother about the incident.

Instead she ordered her kindergarten-age brother to take a new route home from school to avoid the street where she had met the stranger. The next day, while going home from school, he became lost walking the unfamiliar route. Luckily a family friend saw him and phoned the worried sitter.

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Realizing the possible consequences of her daughter's method of dealing with danger, the mother set up a family safety program for the children and their sitters.

"We established fire escape rules and practiced them, allowed baseball only in the backyard so balls wouldn't roll into the street, put cleaning supplies in high cupboards and insisted all sitters know and follow our rules," she explained. "And," she continued, "I taught the children to always seek adult help in dangerous situations."

When her children were young, this divorced mother faced the first problem of many working parents — providing knowledgeable and competent child care. As Ann Parks of the Parents Without Partners (PWP) resource center says, "Don't be so desperate for child-care help that you overlook a person's qualifications. Be sure the person is able to deal with emergencies."

An editor whose son is five adds, "Choose a sitter who can keep up with your child's age group. When David was two, I employed a grand-motherly woman. The day a smashed ashtray and splintered crystal pitcher greeted my return from work, I realized she wasn't keeping up. While she watched television in the downstairs family room, he hammered breakables upstairs."

Many divorced parents who have custody of their children face the problem of being sure the other parent is tuned into child safety and is aware of the level of development of a child who visits only once or twice a year. As Margaret Leavitt, assistant editor of PWP's magazine, says, "The parent without day-to-day child contact may expect youngsters to handle situations beyond their maturity. Or they expect a child to participate in activities such as swimming, scuba diving, or horseback riding for which the child has not received training.

"A child living in a small town or rural area should not be expected to deal alone with the special dangers of a large city where the parent being visited works," Mrs. Leavitt added. "Just riding a bus alone could be hazardous."

Working parents cannot usually get to their children quickly. Many are employed an hour or more from home. Therefore, the sitter or unsupervised child returning from school must check the home's security, safely operate appliances when preparing meals, take care of skinned knees and deal with other assorted problems.

Be sure your sitter and children know:

- How to lock all doors when leaving home.
- That unauthorized visitors — including friends of the children or the sitter — are not permitted inside the home.
- What activities are approved.
- What food and beverages may be eaten.
- How to use appliances.
- How to operate the heating controls. Wearing a sweater in chilly weather is preferable to lighting stoves or fireplaces or using a space heater.
- Where to find emergency phone numbers.
- What steps to take in case of poisoning.
- Which household duties they are to perform in the parent's absence.

After a safety talk at her Brownie meeting, a nine-year-old decided to keep emergency numbers near the telephone. Using a stick-on label maker, she punched out important numbers — fire, police, doctor, poison control center, ambulance and her parents' offices. She stuck the tape on the telephone.

For this youngster and others whose parents leave for work as they leave for school, the Block Parent sign means help in time of trouble. It identifies a refuge from "stranger-dangers", vicious dogs and neighborhood bullies. It means an adult is present to deal with a skinned knee or a broken bone.

The Block Parent does not give first aid except to bandage a skinned knee or dry tears. In major emergencies, if the parent cannot be reached, the police are called. A Block Parent doesn't hand out food or drinks. Only a child's immediate problem is handled.

Block Parents display a sign in a window or door. At school the children learn these signs mean help in an emergency.

If your neighborhood does not have a Block Parent plan, make arrangements with friends whose homes are located between yours and school to aid your children if an emergency arises. Until your children are older and ready to carry a house key, leave it with the sitter or a neighbor. If impractical, hang an unlabeled key in a friend's garage or tool shed. In addition, teach your children to:

- Walk to and from school with a friend.
- Lock all doors when leaving for school after you depart for work.
- Meet the sitter on the way home — and not enter the home alone unless permitted to do so.
- Contact a neighbor if the sitter does not arrive.

Fires are a major problem that frequently occur when children are left alone. Sometimes, believing they are helpful, children start fires that end in tragedy.

A 10-year-old Syracuse girl was seriously burned when lighting an oven to bake a cake as a surprise for her mother. Two Philadelphia youngsters, five and two, died from a blaze they set in a bag of trash collected by their older brothers who were cleaning their bedrooms.

Matches are not the only household item that should be locked away from youngsters. Watch for these potential home "booby traps":

- Chemical products — Store drain cleaners, oven cleaners, furniture polish, pesticides, detergents and flammable liquids in secure, preferably locked, cabinets.
- Medications — Keep medicine cabinet contents up to date and place this area off limits except to the sitter. (A lock is helpful here.)
- Electrical wall and floor outlets — Cap them, if infants and toddlers are present. Show sitters and older children the correct way to plug in and unplug appliances.

Appliances and tools — Store them out of sight when possible, and unplug others before leaving home.

With more parents away from their children, the special safety needs of these youngsters must be considered. Set up and follow a home safety program that teaches your children and sitters to handle emergencies and avoid the hazards that lead to accidents when you are away.

Source: Family Safety Magazine, Fall 1978

FALLS

Falls account for about 34 per cent of all the accidental deaths in Canadian homes and the need for eliminating their causes cannot be overemphasized. In the age group five to 14, many deaths result from falls in sports and play, from trees and roofs, down steep embankments as well as from windows and stairs. Encourage children to be on the alert for falls — always — and to practise the following safety suggestions:

(a) Wipe up spilled liquids, oil or grease at once — they just invite disaster wherever they occur.

(b) Shoes, rubbers, toys, magazines and other items shouldn't be left lying about. Everyone should be responsible for putting his things away.

(c) Many falls occur on stairs so it makes good sense to keep them well-lit and to use the handrail.

(d) When carrying things up or down stairs, don't carry loads that will block your view — and proceed cautiously one step at a time. If you have a big load to carry up or down stairs, get help rather than trying to do it alone.

(e) Use a sturdy ladder rather than a box or chair to reach high places.

(f) Trees are nice to look at but climbing them can be dangerous.

(g) Shovel snow from porches, stairs, and sidewalks after every snowfall.

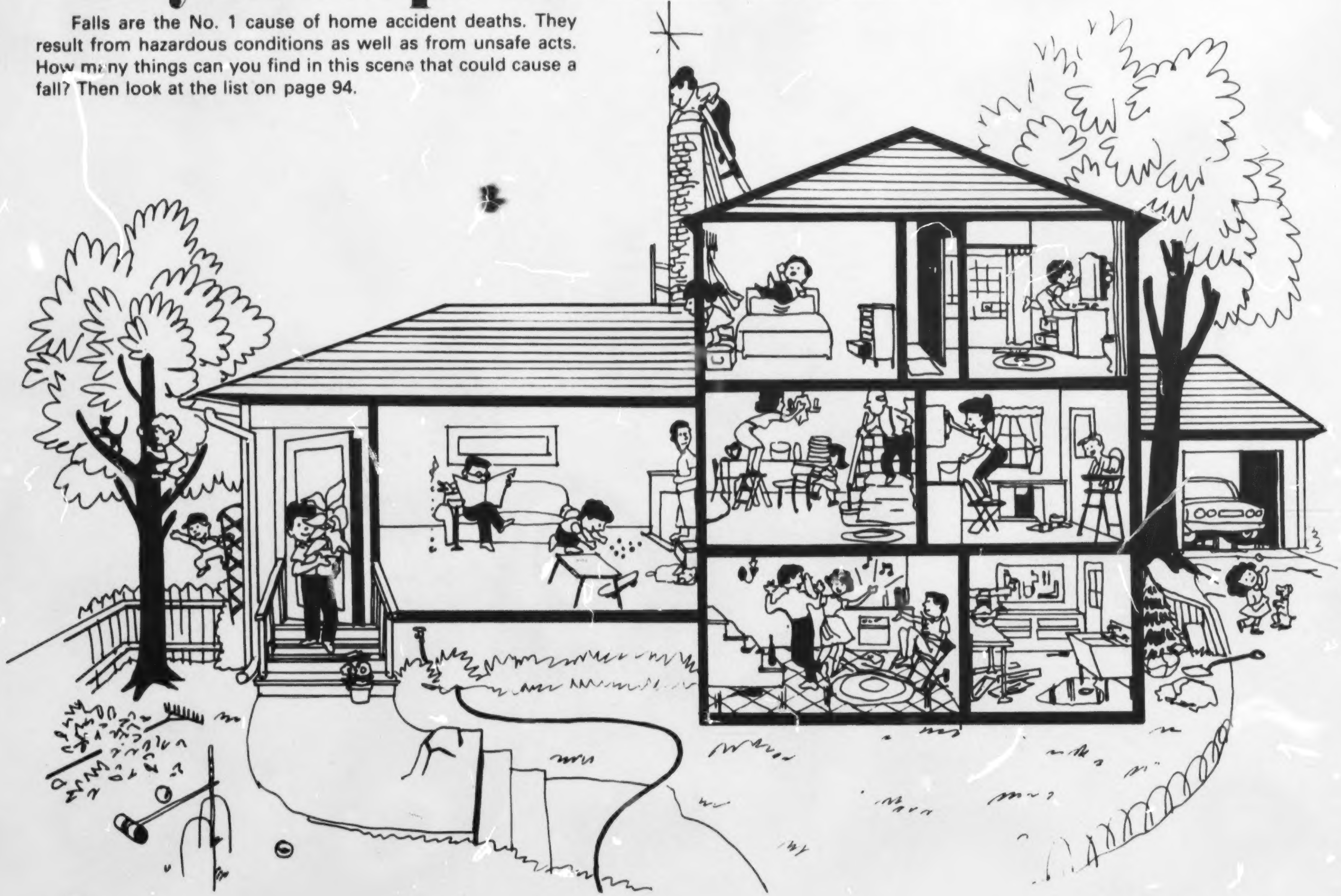
(h) Sitting or standing on window sills is an unsafe practice for people of all ages.

(i) To reduce falls in a dark hall at night, use a night light in a baseboard outlet.

(j) To prevent slipping, use a rubber mat in the bath and shower and a non-skid mat near the tub.

Can you fallproof this home?

Falls are the No. 1 cause of home accident deaths. They result from hazardous conditions as well as from unsafe acts. How many things can you find in this scene that could cause a fall? Then look at the list on page 94.



ANSWERS TO "CAN YOU FALLPROOF THIS HOME" QUIZ

We found 58 hazards in this picture. Did you?

Outside yard, lawn, porch — At left, boys climbing, one on cracked tree branch, one on loose trellis. Rake half hidden under leaves; croquet set left on lawn. Picket fence with upper supporting rail wide enough for kids to walk along. Front door swings out over steps; man carrying plant descends with vision obscured. Front steps in need of repair; potted plant at base of stairs is tripping hazard. Cement cracked on front walk as well as in driveway; hose lying across walk. Walk stairs have no hand rail and no lamp post is situated on front lawn to illuminate steps and wire fencing at edge. At the right, cellar steps are unguarded; unplanted tree, hole and gardener's shovel are hazardous. Little girl playing with dog is not looking where she is going.

Roof — Ladder to roof is improperly repaired. Man leaning over to fix antenna uses shaky stepladder to gain height. Ladder is not securely or conveniently placed.

Living Room — Skate board and boy shooting marbles in traffic area; dog sleeping at foot of steps. Man entering from dining room is not watching his step.

Bedroom — Girl leaning out window (on which there is no screen). Boy jumping on bed. Bureau drawer left open.

Upper Hall — No light bulb; small rug not secured on slippery floor.

Bathroom — No grab bars or guard rails to aid elderly in tub; puddle under shower curtain. Boy climbing on vanity.

Dining Room — Coffee maker cord hazardously routed; housewife cleaning chandelier in high heels on shaky stepladder. Child carrying dishes which block her vision. Carpeting on stairs which grandfather is descending is not tacked down.

Kitchen — Woman cleaning cabinets in slippers is standing on card table chair. Water from dog's dish spilled. Youngster in highchair is not strapped in while unattended. Cabinet door under sink is left open.

Rec Room — No hand rails on basement steps; broken light bulb; no switch at top of stairs to turn on lights below. Loose metal nosing on stairs. Pop bottles and albums strewn around; hi-fi cord in the way. Teenagers dancing on slippery floor; throw rug not tacked down. Teen boy leaning back on chair.

Basement — Scraps and tools left on floor in workshop area and near door; soap and water on floor in laundry area.

FIRES, BURNS AND SCALDS

Fire is the second largest category of fatal home accidents. In fact, 85 per cent of all fire deaths in Canada occur in the home, and unhappily, one-quarter of them are children under 15 years of age. And, far too frequently, children also lose their lives through burns and scalds. Listed below are some of the common causes of fire (as well as burns and scalds) and suggestions on how to eliminate them.

(a) One way to save lives during a fire is to know in advance how to escape. Hold regular drills at home so everyone will know exactly what to do in case of fire.

(b) Keep a screen in front of the fireplace. It may prevent sparks from setting fire to the rug. Keep kindling and fire-starting material far from the fireplace.

(c) Home "junk" piles are a source of danger. The basement, attic, garage, and utility room should be kept clean at all times.

(d) Every home should have a portable dry chemical fire extinguisher installed in the kitchen — not too close to the stove.

(e) Store matches in a safe place — away from small children.

(f) To prevent burns and scalds when cooking, keep pots and pans out of reach by turning the pot handles toward the back of the stove.

(g) Don't step into a bathtub of water without first testing it with your hand. If it's too hot you can add more cold water before getting in.

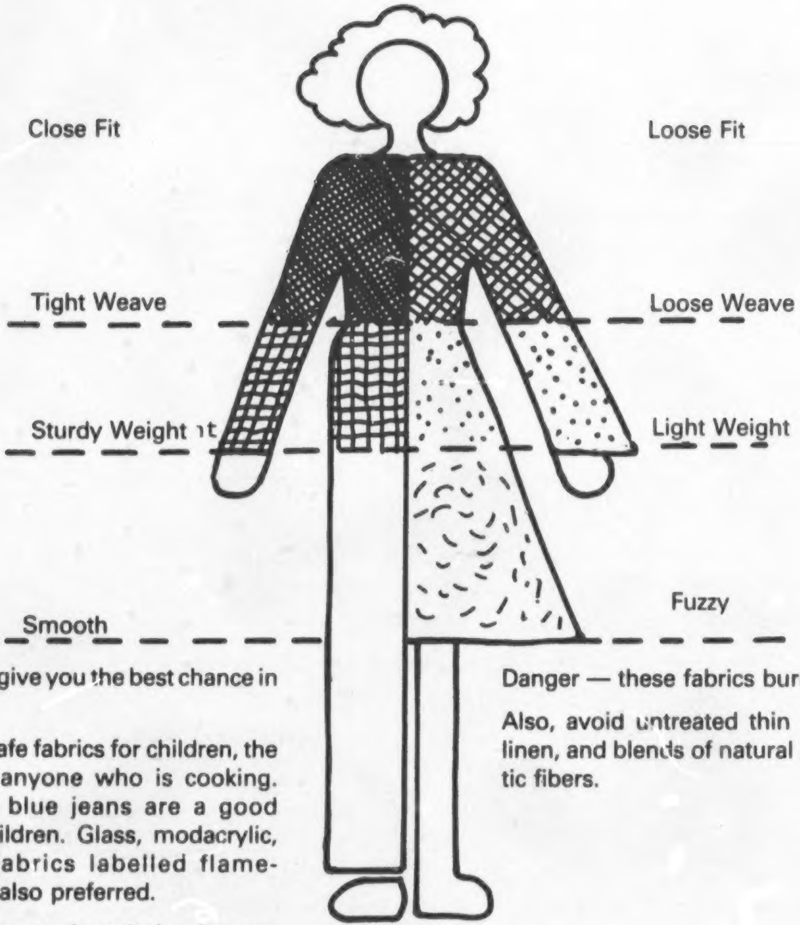
(h) Pot holders and tea towels can easily catch on fire if placed on top of the range near the elements. They should be put away in their usual place after being used.

(i) If a grease fire starts in a skillet or the oven, toss on baking soda or cover the skillet with a lid to smother the fire. Throwing water on it will just spread the flames.

(j) Post the emergency phone numbers for fire, police, doctor, and utilities at the telephone.

(l) For children's clothing, choose fabrics that are flame retardant, tightly woven, of a sturdy weight and with a smooth finish.

Clothing Can Burn



These fabrics give you the best chance in a fire.

Think about safe fabrics for children, the elderly, and anyone who is cooking. Close-fitting blue jeans are a good choice for children. Glass, modacrylic, wool, and fabrics labelled flame-retardent are also preferred.

Launder flame-retardant clothes in standard detergent. Follow instructions on the label.

Danger — these fabrics burn fast.

Also, avoid untreated thin cotton, silk, linen, and blends of natural and synthetic fibers.

SHORT STORY

Deadly Night Shade, by Matthew Sanseverino

I was happy and excited to be at my grandfather's farm in Michigan for a vacation. My bedroom was upstairs at the end of the hall, but it was so dark that I became afraid.

I found an old electric lamp. It didn't have a shade and the light was too bright, so I set it on the floor and covered it with some blankets. Then I went to sleep.

Later, when my mom was going to bed, she smelled smoke. Her parents had told her that the people across the road had burned out a tree stump, so she tried to forget it. But it just stayed in her mind. "Check the kids."

She did and when she looked in my room, she saw smoke. When she went over and started to pick up the blankets, she saw that they were going to burst into flames, so she rolled them up tight to smother the fire and ran to put them in a tub and soak them.

She ran back upstairs to be sure I was all right because of the smoke. I didn't really know what happened until morning, and it scared me to think what could have happened to me.

I sure didn't think a light bulb could get hot enough to burn a blanket or start a fire, but the hole through two layers of the blankets and the brown rings are proof that it does.

Source: Family Safety Magazine, Summer 1978.

LEARNING ACTIVITY

If Your Clothes Catch on Fire

Teach children exactly what to do if their clothing catches on fire. Let them pretend they are on fire and have them roll up in a wool blanket, rug, large towel, or the quickest thing available to smother the flames. Emphasize that they should never run if clothes are burning, for the breeze fans the flames.

If your clothes catch on fire:

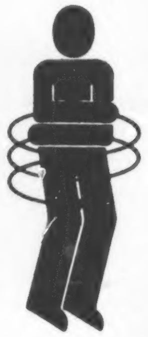
DROP AND ROLL

Don't run or stand.

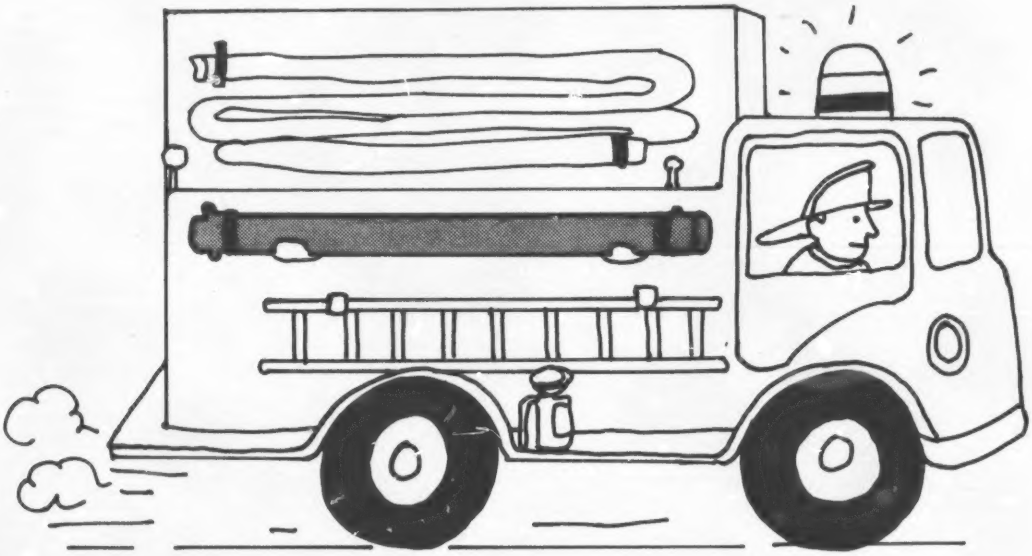
Rolling smothers the flame.

COOL A BURN. Use cool water or compresses.

Cooling retards skin damage.



Call the Fire Engines



Teach a child exactly how to call the fire department; his quick action could save his life or his house. However, impress on him that if he discovers fire he should act in this order: First, alert everyone so they can begin their escape — and then call the fire department if he can still do so safely. Lives have been lost because someone paused to call the firemen when he should have fled.

Have children memorize the number of the fire department. Also, write out the number and place it permanently near the phone. Very small youngsters who can't dial long numbers at least can learn to dial 0 for the operator in an emergency.

When practising, place a strip of tape over the receiver buttons of the phone so you can dial without letting the call go through. Have youngsters go to the phone, dial, and give this information: "Our house is on fire at (address). The name is (head of household)." Then don't let them hang up immediately, but wait to be sure they were understood.

To prepare them in case they can't use the telephone, take them to the nearest alarm box and explain how it works. Stress that this is all "let's pretend", only practice in case fire does come. Warn them never to turn in a false alarm!

Source: Family Safety Magazine, Fall 1963.

True or False Fire Quiz

To determine whether your children qualify as "firemen" put them through a drill, obstacles and all, and then give them the paper and pencil test below. You can read off the questions while they mark the answers. Don't accept a score of less than 80. When they pass they might get a fireman's toy badge, a toy fire truck or other reward, symbolizing their new status and achievement.

Even then don't let this be the end. Children need "refresher courses" and much, much practice to make escape from fire an automatic response.

1. If you awake in the night and smell smoke you should run and open the bedroom door to see where it is coming from. *True or False.*
2. Smoke contains poisonous gases and can kill you if you breathe much of it. *True or False.*
3. You should always sleep with your bedroom door closed. *True or False.*
4. If there is a fire in your house, you should not tell anyone, but should go directly to the phone and call the fire department. *True or False.*
5. If there is a grease fire in the oven or skillet, you should throw water on it. *True or False.*
6. In a fire, stairways are usually filled with smoke and heat. *True or False.*
7. If your clothes catch on fire you should run for help. *True or False.*
8. You should always get out of a burning building even if the fire is small. *True or False.*
9. If a closed door feels warm to your hand, it means that flames and smoke are on the other side and you should not open the door. *True or False.*
10. You should never go into a building in which there is a fire. *True or False.*

ANSWERS: 1. (F) Never open the door without first placing your hand on the panel and knob to determine if they are warm. 2. (T) 3. (T) 4. (F) Always get everyone out first, and then notify the fire department if you have time to do so safely. 5. (F) Water will splatter the flames. Toss on baking soda or cover the skillet with a lid to smother the fire. 6. (T) 7. (F) Running is the worst thing to do. Roll up in a rug or blanket or roll on the floor or ground. 8. (T) 9. (T) 10. (T).

Source: Family Safety Magazine, Fall 1963.

ELECTRICAL HAZARDS

Today, approved electrical equipment is safe when properly installed, maintained, and used. Unfortunately, hazards are created when equipment is improperly used or when suitable safety measures aren't employed.

Electrical hazards are of concern to people of all ages for electricity plays no favorites. Young children, teenagers, adults, and elderly folk are all exposed — everyday — to possible accidents involving electricity. When electrical accidents do take place they are most likely to cause shock, burns, or fire. The following electrical safety suggestions concern these types of accidents.

(a) To help avoid electrical shock, don't use electric space heaters, radios, or appliances (e.g. hair dryer and curling iron) in the bathroom, laundry room, or near the kitchen sink.

(b) Keep all electrical equipment in good repair and discard or repair worn cords, broken plugs, and outlets.

(c) Disconnect appliances such as popcorn poppers, curling irons, and irons, and plug-in toys such as Lite Brite as soon as you have finished using them.

(d) A toaster can produce an electrical shock. Be sure to disconnect it before cleaning or dislodging a wedged piece of toast.

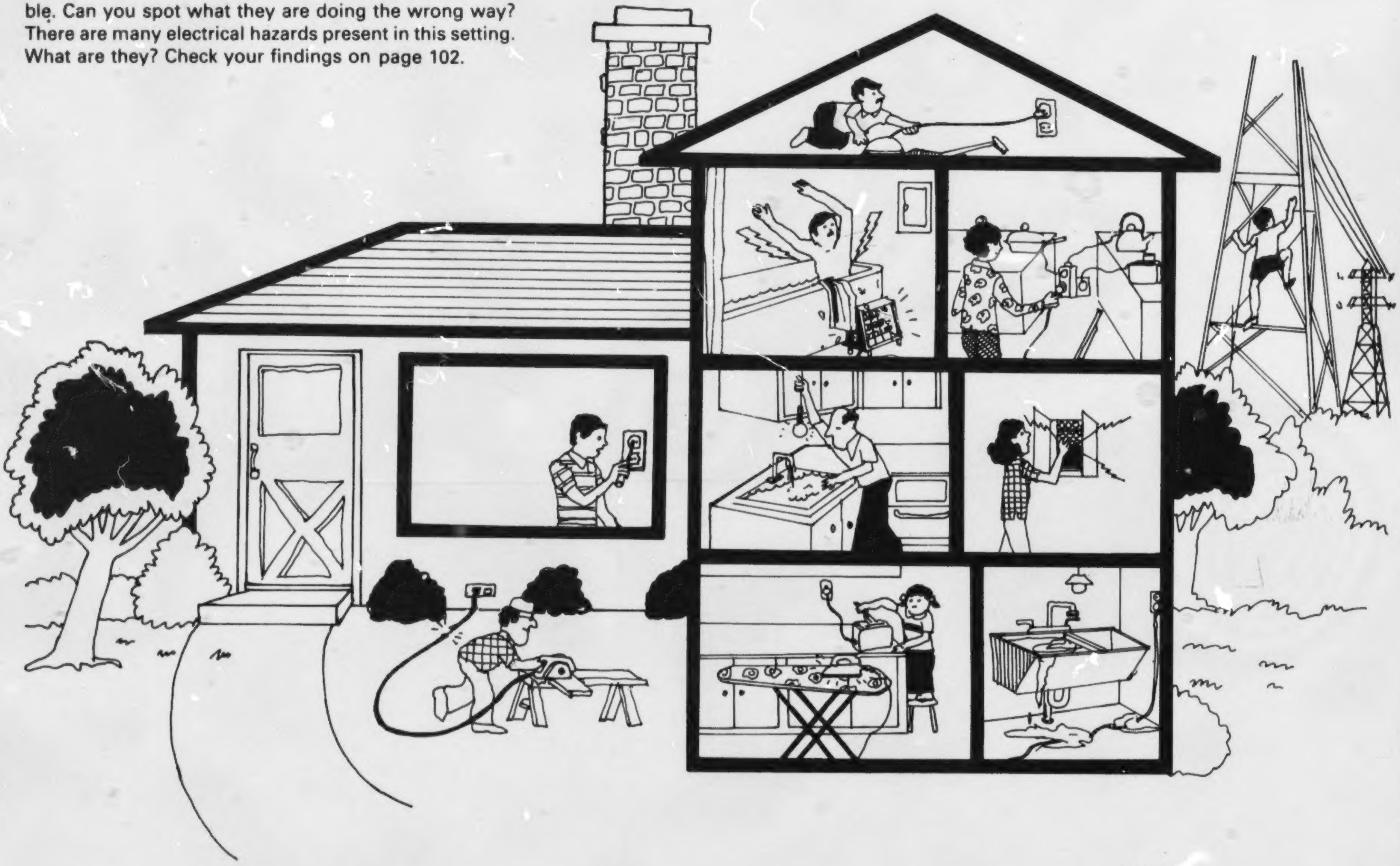
(e) In the basement, floors around washtubs and machines should be kept dry — both to eliminate falls and to reduce the hazard of electrical shock.

(f) Portable radiant heaters should be placed where they cannot be knocked over or ignite bed clothes, curtains, etc.

(g) Remember that a turned-off appliance is connected to electricity until it is unplugged.

What's Wrong Here?

The characters in this household are headed for trouble. Can you spot what they are doing the wrong way? There are many electrical hazards present in this setting. What are they? Check your findings on page 102.



ANSWERS TO "WHAT'S WRONG HERE?" QUIZ

You should have noted the following unsafe acts. If you found more, you have a sharp eye. Starting at the top of the house:

(1) Man should unplug the vacuum cleaner by pulling out the plug. Pulling on the cord will break the wires joined to the plug and create an electrical hazard.

(2) Electric space heaters, radios or other appliances shouldn't be used in the bathroom. They may cause electrical shock.

(3) Woman shouldn't use two or more electric heating appliances (frypan, kettle, toaster, etc.) on the same circuit, unless an electrician has certified the wires are large enough to accommodate the current of both appliances.

(4) Man could get a shock by handling the electric light bulb while he is wet.

(5) Boy should never stick a metal object into an electrical outlet.

(6) Girl should keep her hands away from the fuse box unless she knows the proper way to replace a fuse.

(7) Leaving a hot iron on the ironing board unattended is a real fire hazard. Always unplug appliances when you are finished using them. Girl should always unplug the toaster before trying to get the stuck piece of toast out.

(8) In the basement, floors around washtubs and machines should be kept dry — both to reduce the hazard of electrical shock and to help eliminate falls.

Outside house:

(9) Man is using an electric saw with a frayed cord. To prevent electrical shock, replace frayed appliance cords as soon as discovered.

(10) Climbing on transmission towers is dangerous for two reasons — risk of electrocution and of falling.

REVIEW

How To Call For Help

A candy factory employee falls into a vat of hot chocolate and yells: "Fire!"

After he's saved, one of his rescuers asks: "Why did you yell 'Fire'?"

His reply: "Would you have come if I yelled 'Chocolate'?"

That joke (courtesy of the Smothers Brothers) proves there's an art to calling for help.

Do you really know how to make an emergency phone call? A lot of people don't — no joke!

In an emergency, you obviously waste precious time fumbling through a telephone directory. So be prepared by posting these numbers near your phone: fire department; police department; local poison control center if there is one; office and home numbers of your family doctor; hospital; pharmacist; ambulance service; taxi company; gas and electric companies; and one or more reliable neighbor.

When you make an emergency phone call, here are four points you should cover clearly and quickly:

(1) Tell where it happened. Give the street number, the name of the street and, if you live in an apartment, the floor and number of your apartment. Then repeat them. A brief description of the house or apartment building will also be helpful, especially at night.

(2) Tell what has happened. Is your home on fire? Is someone bleeding badly? Has someone had a heart attack? Has someone accidentally swallowed a poison or drug overdose?

(3) Tell who you are. That's important when the emergency isn't obvious from the outside, especially if a multi-family dwelling is involved. A neighbor, asked for directions, will be more likely to recognize your name than your house number.

(4) Tell what kind of help is needed. Explain what kind of equipment you think will be necessary.

A lot to remember? No — it takes about 10 seconds.

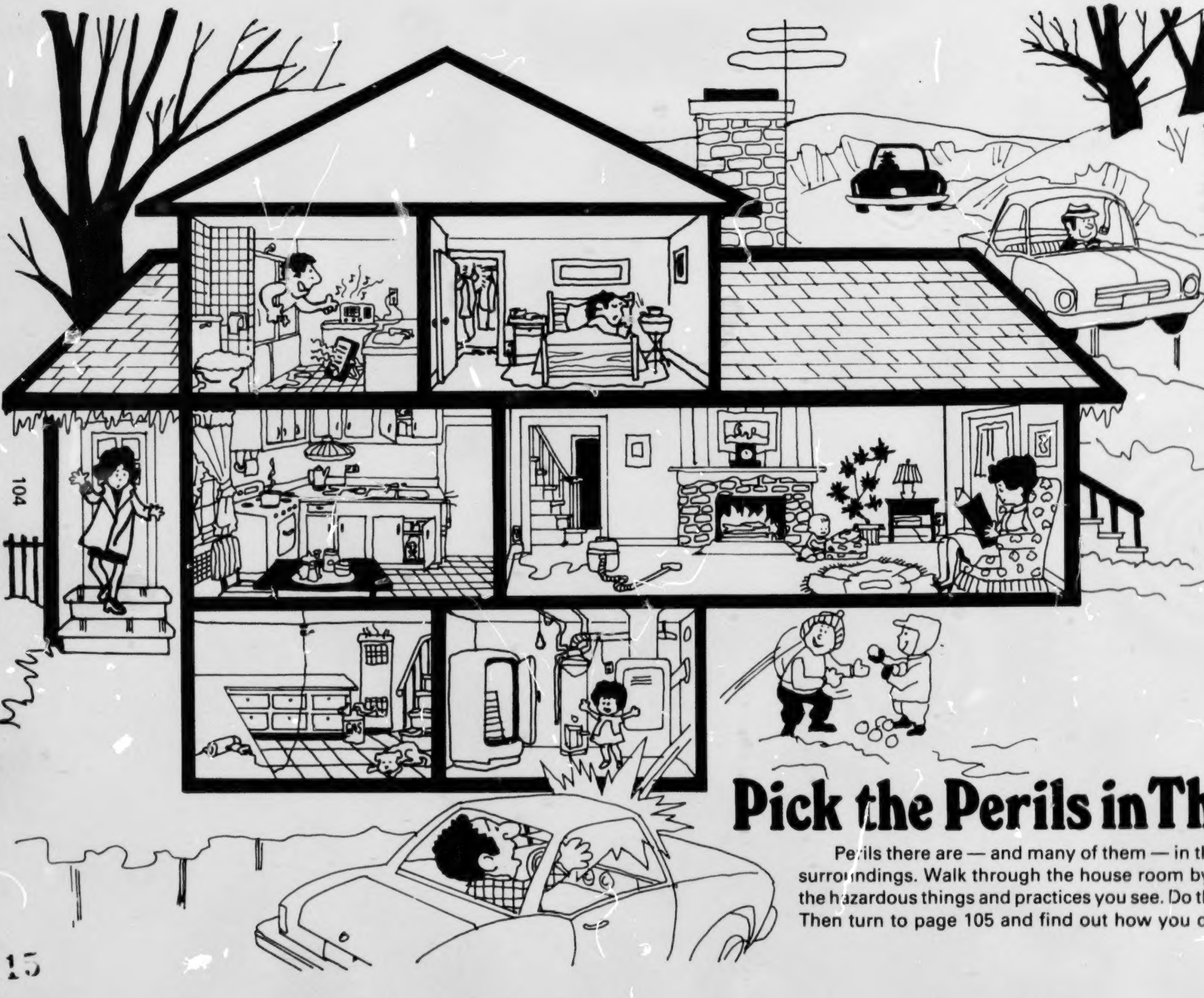
After you cover those important points, don't hang up immediately. Give the person you're talking to a chance to ask questions.

What if it's at night and the lights won't work?

All you have to do is dial "0" for "Operator". Just feel for the finger hole right below the finger-stop, then pull the dial all the way around in the usual manner. If you have a pushbutton phone, simply feel for the middle button in the bottom row. (Smart idea: practice with your eyes closed.)

Help in an emergency is as close as the nearest telephone — if you know how to give vital information quickly and clearly.

So make sure you and everyone else in your home knows how — including children and babysitters!



Pick the Perils in This Picture

Perils there are — and many of them — in this house and its surroundings. Walk through the house room by room and note the hazardous things and practices you see. Do the same outside. Then turn to page 105 and find out how you did.

ANSWERS TO "PICK THE PERILS IN THIS PICTURE" QUIZ

How many perils did you find? There are at least 35 pictured. If your list comes close to that number, you are a good peril picker, but are you a safety doer? Make sure none of the following hazards are in your own home.

Bathroom — Plug-in radio near water presents a shock hazard, as does heater. The heater can also cause burns. Water on the floor creates a slippery surface.

Bedroom — Cigarettes and ashtrays indicate that man smokes in bed — always a dangerous practice. The heat of the bare light bulb in the closet can ignite clothing. The cord to the vaporizer is a potential tripping hazard. The vaporizer should be on the floor instead of on the unstable stand where it can easily be knocked over.

Kitchen — Although the coffee pot is unplugged, the cord remains energized while inserted in the wall outlet. A serious shock hazard could result, especially if the cord falls into the sink. Plugs should never be left in outlets after they have been unplugged from an appliance. Pot handle extends over edge of stove. A curious child could easily upset hot contents. Frilly curtains are too close to range. If window is open, curtains could blow over burner and ignite. Paper towel rack over range also is fire hazard. The upper cabinet door is open, inviting a cut or bruised head. Household poisons stored in low cabinets endanger children. Arms of towel rack near door stick out at eye level of young child.

Living Room — Vacuum cleaner left in the middle of the floor is tripping trap. The fireplace lacks a screen to catch flying sparks and should have andirons to prevent burning logs from rolling out. Toddler is playing near mother's purse. Children often swallow aspirin and other drugs, or small objects, found in a purse. Rumpled throw rug is tripping hazard.

Basement Workshop — Loose nosing on step could cause a fall, as could dog lying at foot of stair. Pets are frequently involved in home falls. Storing gasoline in the house is a dangerous practice. Vapors can be ignited by pilot light of heater, with a flash fire resulting. Electric drill has three-wire grounding system, but third wire is not connected. A three-wire system is useless as a protective measure unless third wire is connected to a good ground. Drop cord is unsuitable for tools because grounding is usually not possible.

Basement Utility Room — Door of unused refrigerator is still intact. To prevent suffocation of children, refrigerator door should be made inoperable. Water heater vent is not connected to chimney, allowing lethal carbon monoxide gas to escape. The light cord is draped over vent and hot water pipe. Stringing cords over pipes, especially hot pipes, makes insulation brittle. It can crack off, exposing bare wire.

Outside — The woman is facing a double hazard by wearing platform shoes while going down icy steps. Steps should have handrail. Icicles could cause head injury if they fall. They should be removed with long-handled tool. Boys throwing snowballs at car can cause the driver to lose control. Driver in second car is not using shoulder strap. Boy on bike may fall in front of traffic. Icy, snowy street is no place for a two-wheeled vehicle. Bike has no bell or horn. Other boy is sledding toward street.

RESOURCE MATERIALS AVAILABLE

1. Film
   - "Growing Up Safely"
   - in color
   - 15 - 20 minutes in length
   - contact — National Film Board
     10031 - 103 Avenue
     EDMONTON, Alberta
     phone: 420-3010
     or
     National Film Board
     344 - 12 Avenue S.W.
     CALGARY, Alberta
     phone: 231-5338

2. Family Safety Magazine

   A quarterly publication with safety information for the entire family. It's written for enjoyment as well as for reference and accident prevention. Articles cover nearly every safety topic concerning the family. Approximately 30 pages.

   Order from: Alberta Safety Council
   10526 - Jasper Avenue
   EDMONTON, Alberta T5J 1Z7
   phone: 428-7555

3. Traffic Safety Information — available from:

   Alberta Motor Association
   Traffic Safety Department
   109 Street and Kingsway Avenue
   Box 3500, Station D
   EDMONTON, Alberta T5L 4J5

4. Several safety programs for elementary schools are available from the Alberta Safety Council. Programs include Road Safety, School Bus Safety, Safe Bicycling, and Babysitters' Training. For more information regarding these programs, contact:

   Alberta Safety Council
   10526 - Jasper Avenue
   EDMONTON, Alberta T5J 1Z7
   phone: 428-7555

Various pamphlets on safety are also available from the above address.

Unit V
Kids in the Kitchen

INTRODUCTION

This unit offers ideas to youth leaders and parents so they can help children grow towards independence in food preparation when adults might not be home to assist. It is intended for use with children aged six to twelve.

WHAT TO EXPECT FROM A CHILD

Within the six-to-twelve age range, children's capabilities will fluctuate widely.

A beginning six-year-old may be doing well if he can find and serve himself a cold meal that is all ready to eat. Such things as pouring milk from a large pitcher, turning a stove on and off, and reading recipes (especially fractions) are beyond his capabilities.

A responsible twelve-year-old might be capable of producing an entire hot meal without help.

The best way to judge what children can cope with is to let them try things on their own when you're there to keep an eye on them.

HOW YOU CAN HELP

1. Make Cooking Safe

   BURN hazards and CUTTING hazards are the two major ones.

   — Unless you know a child can handle it, don't expect him to turn the stove on and off. Clothes catching afire and burns to hands are a threat to his safety.

   — Instead, try electrical appliances such as skillet, griddle, kettle, popcorn popper, crock pot.

   — BE SURE these are equipped with thermostatic controls. Teach the child to KEEP THEM AWAY FROM WATER and to UNPLUG THEM when finished.

   — Chopping foods can be a safety hazard. Let him practise when you're there to patch up any injuries.

   — Blenders and grinders can badly damage little fingers and should be "off-limits".

   — Keep poisons, medicines, and cleaning products away from the kitchen.

   — Teach him to wipe up spills to prevent falls.

   — Teach him to use oven mitts and to have a place ready to set down a hot dish.

2. Make Cooking Easy

- Store utensils and ingredients where the child can reach them.
- A stepstool will boost him up to counter and cupboard height.
- Use smaller, lightweight, nonbreakable pitchers, bowls, and pans.
- For main courses at mealtime, make use of "convenience" products. They might not be quite as economical, tasty, or nutritious as "scratch" foods, but they're easy for a child to work with.
- Leave food items that are ready for him to use such as:
  - eggs, hard cooked and ready to peel
  - sandwich fillings
  - hamburger patties, ready to cook
  - spaghetti sauce
  - meat browned, ready for oven casserole
  - cheese, grated or sliced
  - vegetables, peeled and cut into sticks.

- His own illustrated cookbook will be easier to use than yours (see resource list page 120.)
- Let him take his time. It doesn't matter if dinner is late.

3. Food Safety

- Hands should be washed before food preparation begins.
- When he tastes a dish being prepared, he should use a clean spoon.
- Food should be put into the refrigerator to prevent growth of bacteria.
- Cutting boards and knives used for meat should be washed before using again.
- Keep work surface clean.

SUGGESTED ACTIVITIES

1. Children At Different Stages

Suggestions for beginners:

- celery stuffed with cheese spread
- crackers, spread with cheese or peanut butter, and raisin faces
- ice cream sundaes
- toast: bread, waffles
- milk drinks (use a jar to shake them up)

Moving along:

- sandwiches
- salads — cottage cheese and fruit or cold meat and vegetables
- simple oven-cooked items
- simple hot sandwiches

Older and more competent children:

- hot dogs, hamburgers
- pancakes (from a mix)
- heating prepared canned foods
- baking with simple mixes or recipes
- preparation of simple convenience foods such as frozen dishes, casseroles, etc.
- egg dishes

2. Suggestions For Group

Young children:

- simple snacks, such as: raw vegetables with dip, cheeses with crackers, bread or crackers with cheese spreads or peanut butter
- fruit salad
- milk drinks
- ice cream sundaes
- granola
- yogurt with fruit

Older children:

- simple menus:
  - hot dogs, vegetable sticks, fruit
  - baked beans
  - frozen fish & chips, salad
  - tacos
  - hamburgers
  - pizza — (use frozen bread dough or a mix)
  - macaroni and cheese
  - picnic-type meals
  - hot chocolate with muffins

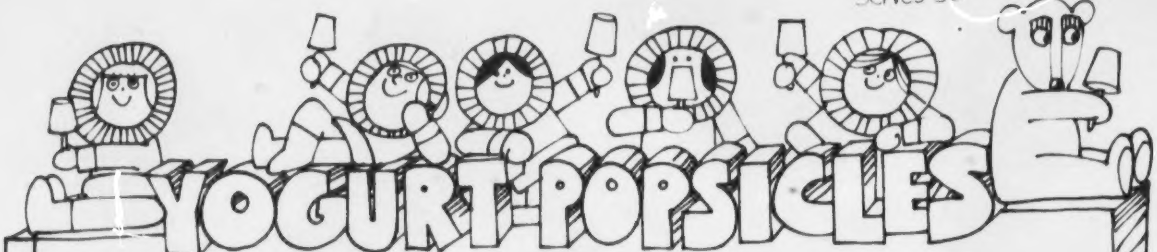
The following recipes have been
selected from the cooking kit

"GOOD EATS FOR CHILDREN"

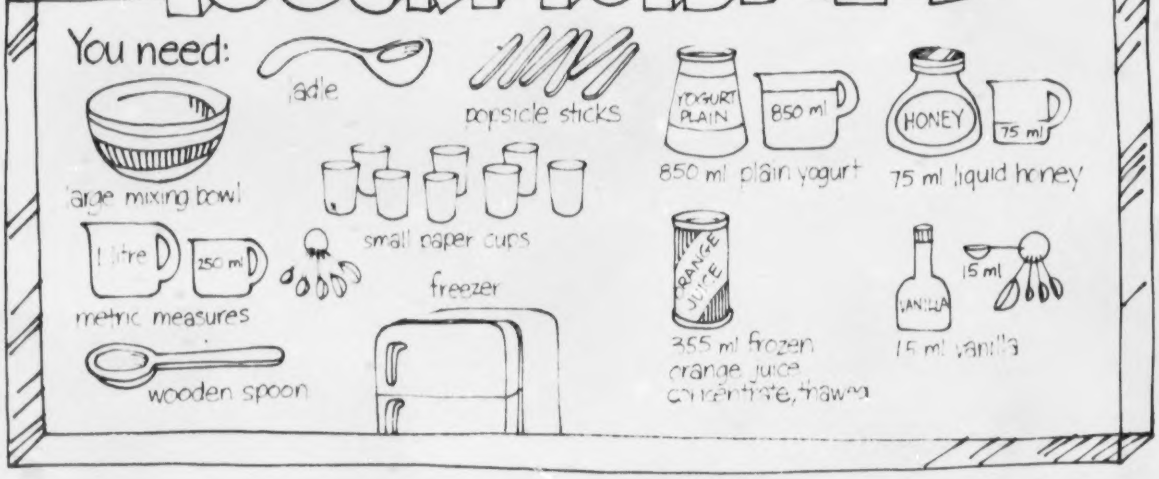
Prepared By
The Ontario Milk Marketing Board

BEST COPY AVAILABLE

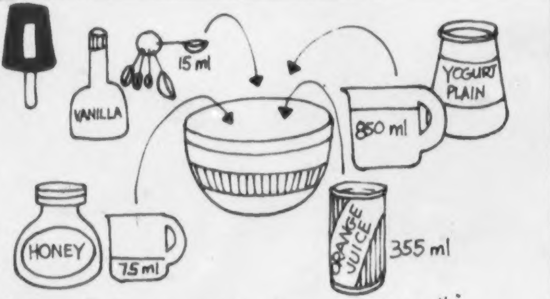
Serves 30



YOGURT-POPSICLES



1



Mix yogurt, orange juice, honey and vanilla.

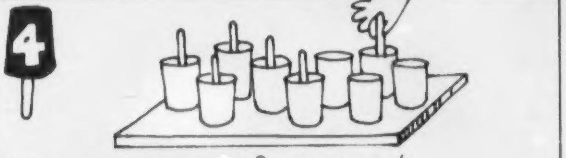
2

Ladle mixture into paper cups.
Fill paper cups half full.

3

Put popsicles into the freezer.

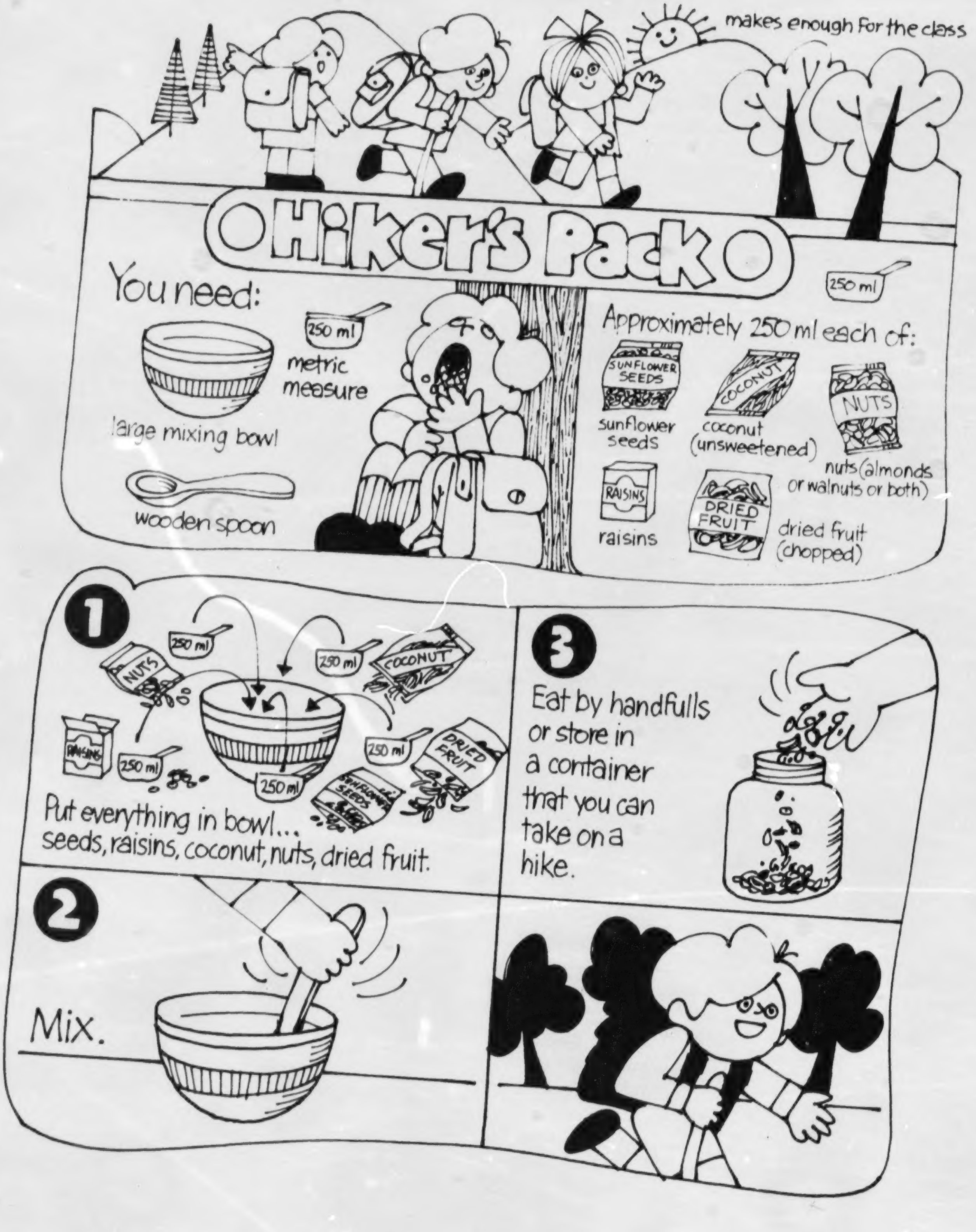
4



When mixture is almost frozen, insert a popsicle stick into each cup.

5

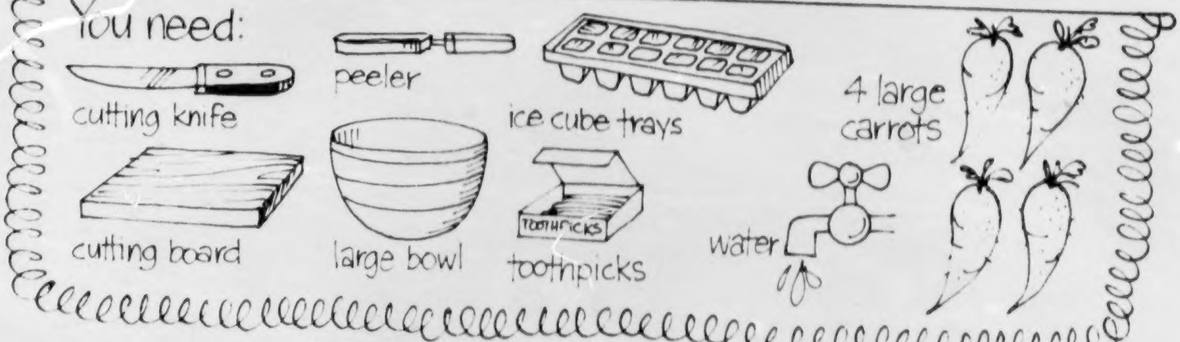
Peel off
the paper
and eat
the popsicle.


makes enough for the class
Hiker's Pack
You need:
250 ml
metric measure
large mixing bowl
wooden spoon
250 ml
Approximately 250 ml each of:
SUNFLOWER SEEDS
sunflower seeds
COCONUT
coconut (unsweetened)
NUTS
nuts (almonds or walnuts or both)
RAISINS
raisins
DRIED FRUIT
dried fruit (chopped)
1
NUTS
250 ml
250 ml
COCONUT
RAISINS
250 ml
250 ml
250 ml
DRIED FRUIT
SUNFLOWER SEEDS
Put everything in bowl... seeds, raisins, coconut, nuts, dried fruit.
2
Mix.
3
Eat by handfulls or store in a container that you can take on a hike.

makes enough for the class

Carrot Curls

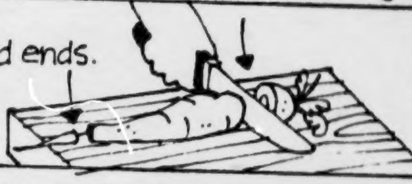
You need:



- cutting knife
- peeler
- ice cube trays
- 4 large carrots
- cutting board
- large bowl
- toothpicks
- water

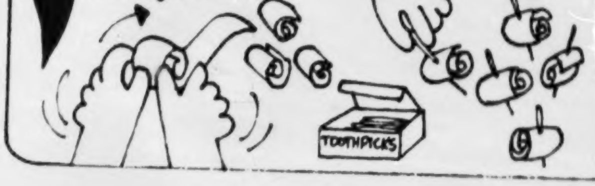
Wash carrots.

Cut off tops and ends.

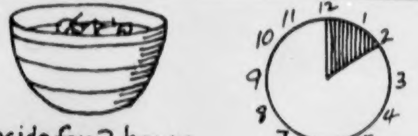


Peel long thin slices with peeler.

Roll up each carrot slice and put a toothpick through centre.

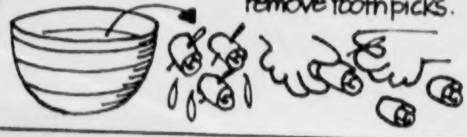


Put water, ice and carrot rolls in a bowl.



Set aside for 2 hours.

Take carrot rolls out of water, remove toothpicks.

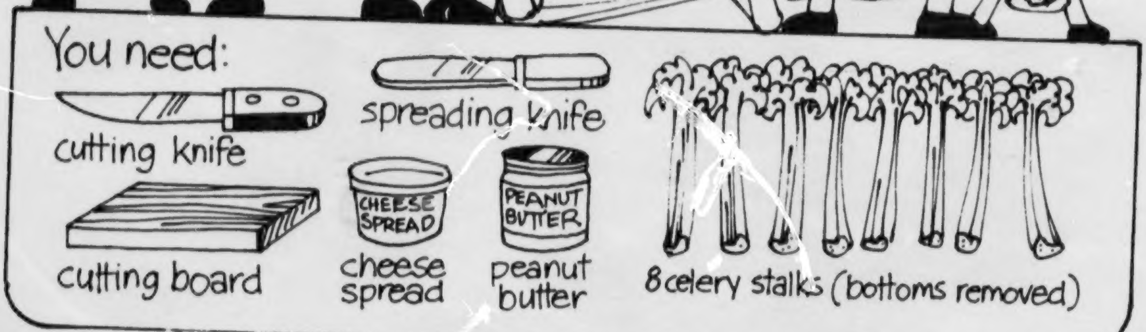


Eat plain or with a vegetable dip.

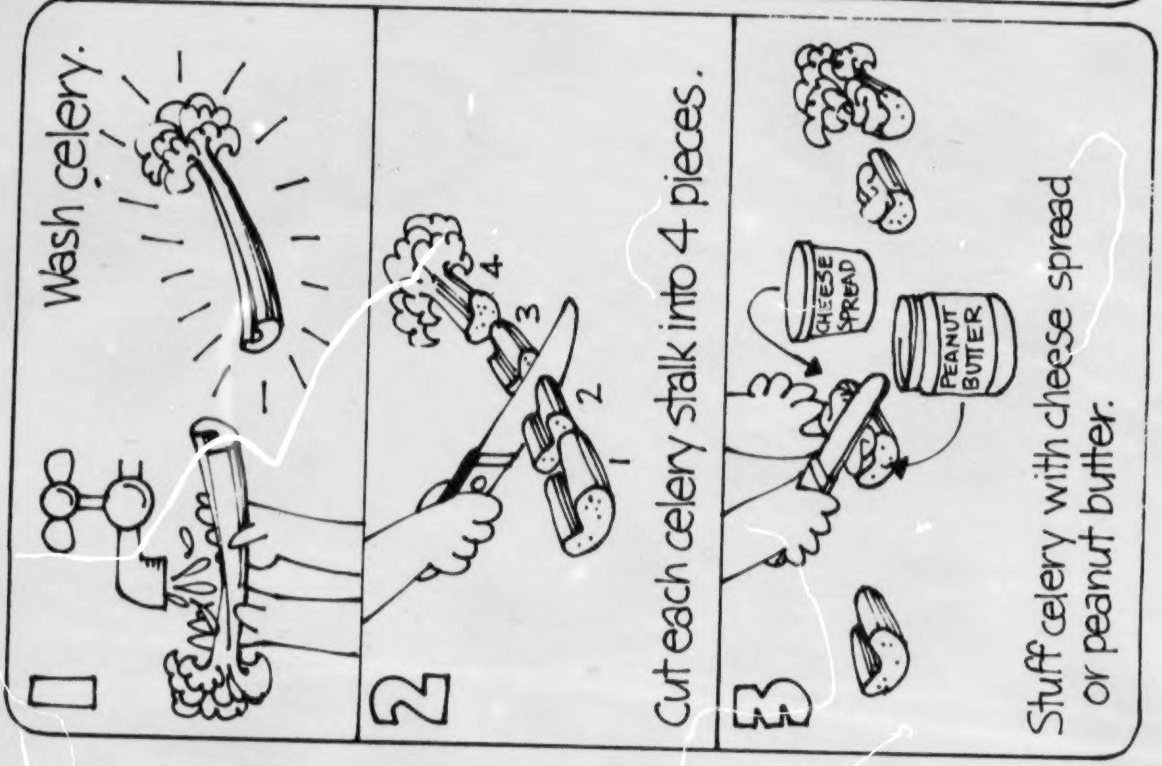
makes enough for the class

Stuffed Celery

You need:



- cutting knife
- spreading knife
- cutting board
- cheese spread
- peanut butter
- 8 celery stalks (bottoms removed)



1 Wash celery.

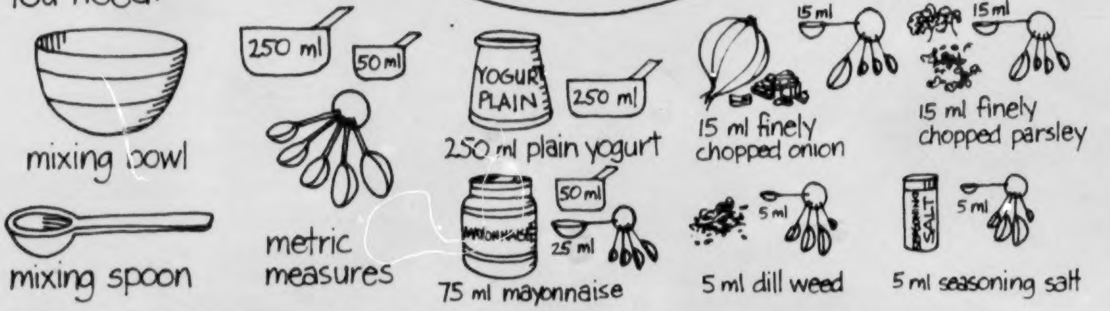
2 Cut each celery stalk into 4 pieces.

3 Stuff celery with cheese spread or peanut butter.

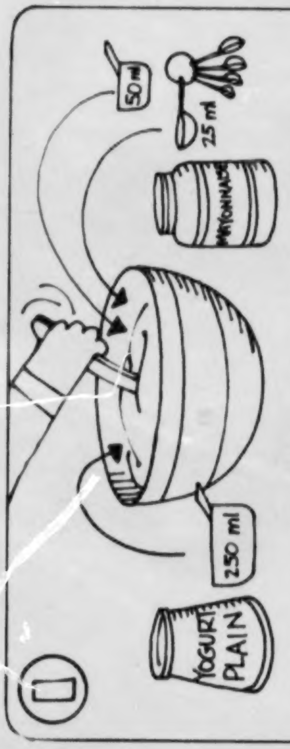
Dilly Vegetable Dip

makes enough for the class

You need:



- mixing bowl
- mixing spoon
- metric measures
- 250 ml plain yogurt
- 75 ml mayonnaise
- 15 ml finely chopped onion
- 5 ml dill weed
- 15 ml finely chopped parsley
- 5 ml seasoning salt



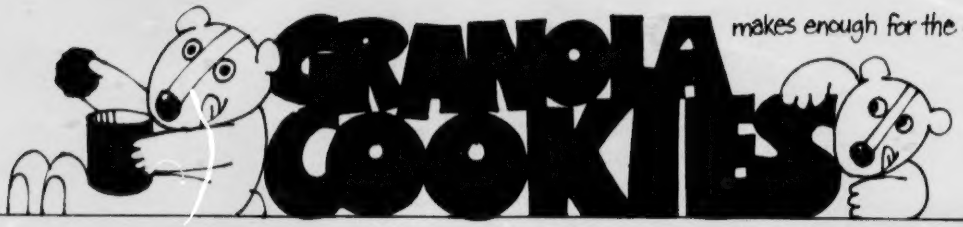
① Combine yogurt and mayonnaise in mixing bowl.

② Add onion, dill weed parsley and seasoning salt. Mix well.

③ Serve with raw vegetable dippers.

GRANOLA COOKIES

makes enough for the class



You need:

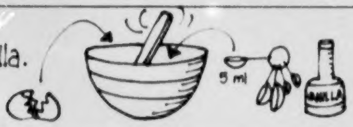
- oven
- wooden spoon
- metric measures
- 2 large mixing bowls
- spatula
- small spoon
- cookie sheets (ungreased)
- 75 ml soft butter
- 125 ml liquid honey
- 1 egg
- 5 ml vanilla
- 300 ml whole wheat flour
- 2 ml baking soda
- 3 ml salt
- 5 ml cinnamon
- 250 ml raisins
- 250 ml granola

1 Turn oven to 180° C (350° F).

2

Put soft butter and honey in bowl. Mix until there are no lumps.

3 Add egg and vanilla. Mix.



4

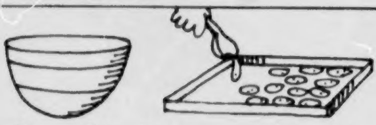
In another mixing bowl stir together whole wheat flour, baking soda, salt and cinnamon.

5 Pour flour mixture into liquid mixture. Mix until you can't see the flour.

6

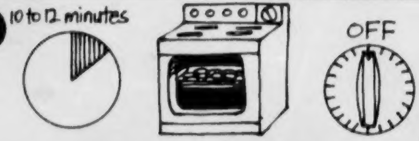
Add raisins and granola.

7



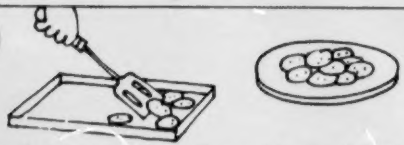
Drop small spoonfuls of dough onto cookie sheets.

8



Bake 10 to 12 minutes, or until the cookies are golden brown. Turn off oven.

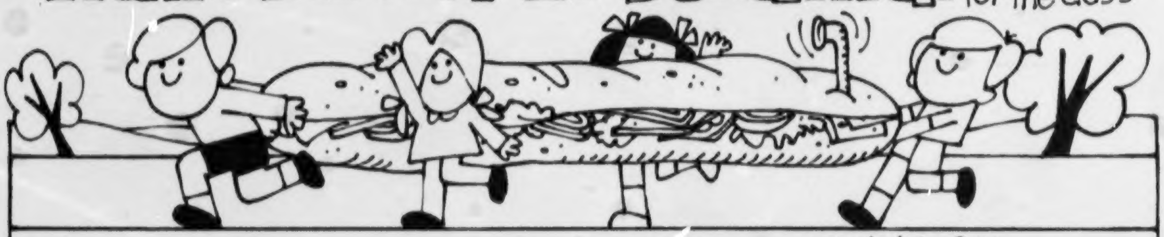
9



Take the cookies from the cookie sheet with spatula. Let them cool.

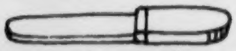
Picnic Submarine Sandwich

makes enough for the class

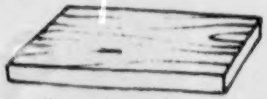


You need:

cutting knife



spreading knife



cutting board

3 long french loaves

mayonnaise

mustard

paper plates

sandwich filling:

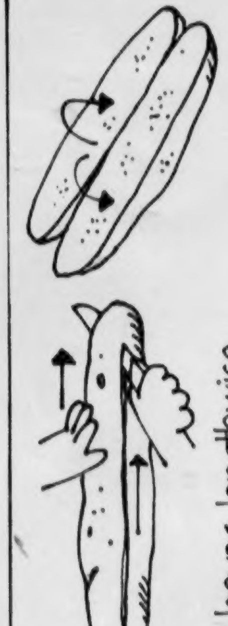
tomatoes

lettuce

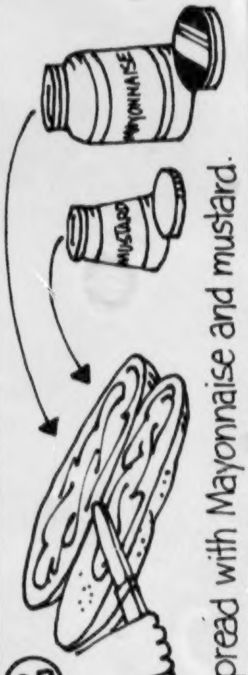
onions

cheese

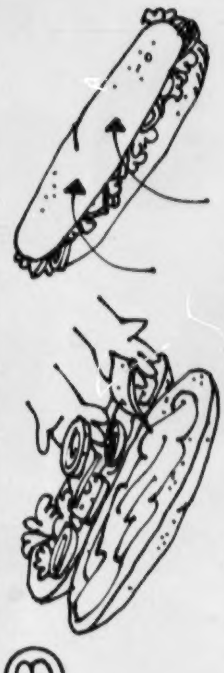
meat slices



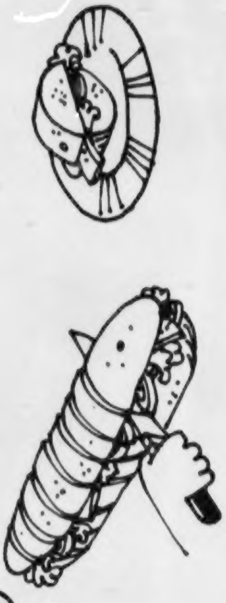
① Slice loaves lengthwise.



② Spread with Mayonnaise and mustard.

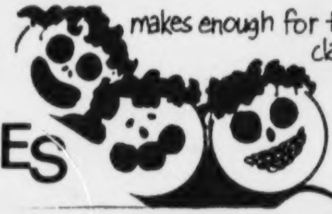


③ Put the filling in the sandwich.



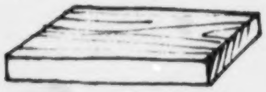
④ Cut in 4 cm pieces. Place on paper plates.

HALLOWEEN SANDWICH FACES



makes enough for the class

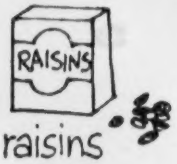
You need:



cutting board

whole wheat bread

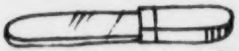
nuts



raisins

round cookie cutter

paper plate



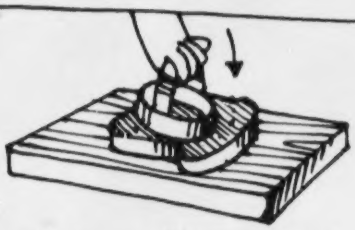
spreading knife

peanut butter

parsley

banana slices

1

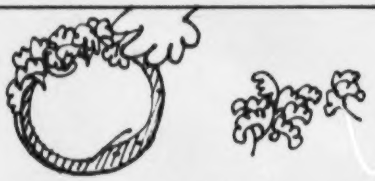


Cut round shape from bread.

2

Spread peanut butter on bread.

3

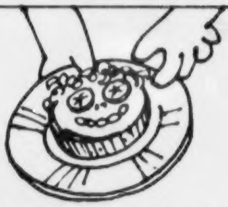


To make hair use parsley.

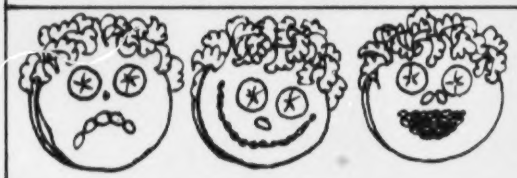
4

For eyes, nose and mouth, use nuts, raisins or banana slices.

5



Place sandwich on a paper plate.



RESOURCE MATERIALS AVAILABLE

COOKBOOKS

The following should be available in local bookstores or libraries. Or write to the publisher.

"Cool Cooking for Kids" — by Pat McClenahan & Ida Jacqua

Write to: Copp Clark Ltd.
517 Wellington Street W.
TORONTO, Ontario M5V 1G1

"Science Experiments You Can Eat" — Vicki Cobb

Write to: J. B. Lippincote Co. of Canada Ltd.
75 Horner Avenue
TORONTO, Ontario M8Z 4Z7

"Creative Food Experiences for Children" — by Mary T. Goodwin & Gerry Pollen

Write to: Centre for Science in the Public Interest
1779 Church Street, N.W.
WASHINGTON, D.C. 20036

"Feed Me, I'm Yours" — by Vicki Lansky

Write to: Meadowbrook Press
16648 Meadowbrook Lane
Wayzata, Mn. 55391

"Crunchy Bananas" — by Barbara Wilms

Write to: Sagamore Books
Juvenile Division Péregrine Smith Inc.
P.O. Box 667
Layton, Utah 84041

"The Kids' Kitchen Take Over" — by Sara Bonnett Stein.

Write to: Workman Publishing Company
231 East 51 Street
NEW YORK, N.Y. 10022